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ABSTRACT

Following the lead of the Department of Further Education in South Australia, the Australian Conference of Technical and Further Education (TAFE) Directors began a TAFE Clearinghouse, having as its major goal the promotion of initiatives in research, investigation, and innovation in technical and further education. The Clearinghouse's functions were to be as follows: (1) the accessioning of research, investigation, and innovative projects; (2) the distribution of accessioned project reports; (3) the production of particular project reports; and (4) advising authors on editing procedures and others on techniques for retrieving information. This document describes the procedures used for planning and implementing the functions of the Clearinghouse. It discusses the process of formulating an operating statement for the national TAFE Clearinghouse, and the major issues discussed and agreements reached during and after the National TAFE Clearinghouse Conference which planned and approved the Clearinghouse. Problems solved and projects carried out include decisions about scope of material, payment procedures, accession form, types of indexes, descriptors, duties of each state cleringhouse officer, and a pilot project. Implementation of the project is continuing during the 1980s. (KC)

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THE PLANNING AND IMPLEMENTATION OF AN AUSTRALIAN TAFE CLEARINGHOUSE SYSTEM

U S DEPARTMENT OF HEALTH
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NATIONAL INSTITUTE OF
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PREFACE

This document describes the procedures for implementing a Technical and Further Education (TAFE) Clearinghouse System within Australia. Its contents are derived from:

- confirmed minutes arising from the National TAFE Clearinghouse Conference, 23, 24 August 1979;
- a TAFE Clearinghouse Conference Progress Report adopted by the Conference of TAFE Directors meeting in November, 1979;
- an addendum to the Progress Report which was also adopted at the Conference of Directors meeting;
- decisions taken at the Conference of Directors meeting.

OVERVIEW

1. INTRODUCTION

In 1974, the Department of Further Education in South Australia established a statewide Technical and Further Education (TAFE) Clearinghouse having as its major goal the promotion of initiatives in research, investigation and innovation in technical and further education in that State. Four services were provided, these being:

. the accessioning of research, investigation and innovation projects,

. the distribution of accessioned project reports,

. the production of particular project reports, and

. advising authors on editing procedures and others on techniques for retrieving information.

Subsequent to this, action was taken by the Conference of TAFE Directors (these being heads of all Australian State and Territory TAFE authorities) to expand the concept to include all States and Territories in Australia. The purpose of a National Clearinghouse System would be to provide TAFE personnel throughout Australia with greater access to TAFE materials, especially those of the innovative kind. It was considered that this facility would encourage further research and investigation leading to even more responsive educational programmes.

2. MECHANISM FOR A NATIONAL TAFE CLEARINGHOUSE

The South Australian Clearinghouse System was used by the Directors of Technical and Further Education (TAFE) as the basis for the establishment of a National TAFE Clearinghouse. Furthermore, the mechanisms for operating the National Clearinghouse would be based on the principle of collection of information by each State and the collation and distribution of that information on a national basis by South Australia.

It was agreed that South Australia would be responsible for the implementation of such a system, subject to a National Conference being arranged to assist with the planning of the total exercise.

3. NATIONAL TAFE CLEARINGHOUSE CONFERENCE

The National TAFE Clearinghouse Conference held in Adelaide on 23, 24 August, 1979, was given the responsibility to develop a mechanism for a workable National TAFE Clearinghouse. The processes presented and refined at that Conference were to conform with the principle previously designated by the Conference of TAFE Directors for the establishment and conduct of a National TAFE Clearinghouse.

The National TAFE Clearinghouse Conference would then report to the Conference of Directors seeking their endorsement of those elements of the system implemented during the period between the National TAFE Clearinghouse Conference and the next meeting of the Conference of Directors. Approval would be sought for those elements not yet operational by the time of the Conference of Directors Meeting at Hobart.

A Progress Report of the National TAFE Clearinghouse System was submitted to the Conference of Directors Meeting in November 1979. At the time of the tabling of the report at the Conference of Directors of TAFE:

. all States (meaning States and Territories participating in the exercise) were in agreement regarding the National TAFE Clearinghouse Conference recommendations.

. all States were in agreement regarding the Statement of Process (which statement was modified by means of an addendum to the progress report to include the AUSINET (acronym for Australian Information Network) component into the initial phase).

. four States, South Australia, Tasmania, New South Wales and the Australian Capital Territory had confirmed the National TAFE Clearinghouse Conference minutes. (All other States confirmed the minutes soon after the November meeting of TAFE Directors.)

. all States were in agreement regarding all major issues, except one aspect of the quota system.

4. RECOMMENDATIONS

The following recommendations arose from the National TAFE Clearinghouse Conference and the Progress Report submitted to the Conference of Directors.

It is RECOMMENDED that:

(1) the pilot programme of the National TAFE Clearinghouse as implemented after the NTC (acronym for National TAFE Clearinghouse) Conference be endorsed.

(2) each State act quickly to appoint/nominate a person to the position of State Clearinghouse Officer.

(3) the pilot programme of the National TAFE Clearinghouse System be evaluated concurrently with its operation and that TAFEC be approached with a view to funding the evaluation.

(4) subject to a satisfactory evaluation, the Conference of Directors give approval to the development of an automated system for the National TAFE Clearinghouse services. At current costs such a system would provide more items for the same total cost.

(5) TAFEC be asked to provide funds for publicising the 1980-81 programme of the National TAFE Clearinghouse. The estimated cost is $500.

5. ACTION TAKEN BY THE CONFERENCE OF DIRECTORS

The Conference of Directors adopted the Progress Report of the National TAFE Clearinghouse System. The Directors accepted recommendations 1, 2, 3 and 5. In regard to recommendation 4, the Conference of Directors approved the development of an automated system for the National TAFE Clearinghouse services according to the addendum to the Progress Report. This approval meant that the AUSINET component would be included in the initial development phase.

In addition, the Conference of Directors agreed that a ceiling figure of $2 000 per State would provide, in the first instance, a quota of 85 items per State per year. In the event of a quota not being taken up by a particular State, the balance would be available to be distributed on an equitable basis. Any State wishing to exceed the number of entries available under the quota system would be able to do so by meeting the costs for all additional entries.

6. IMPLEMENTATION OF THE SYSTEM

Up to June 1980, a number of components of the National TAFE Clearinghouse System have been implemented:

. most States have appointed persons to act as State Clearinghouse Officers.

. a TAFE Clearinghouse brochure has been piloted and implemented across Australia to the extent that a number of States have printed copies for distribution within their respective State boundaries.

. a Document Request Form has reached a similar stage of implementation across Australia.

. an Accession Form which has been developed is now being used across Australia as a standard Clearinghouse document.

. on-line computer access to TAFE document entries is now available via AUSINET.

. the manuscript for publication of the first volume of document entries entitled "Initiatives in Technical and Further Education" is almost ready to be submitted for typesetting.

In summary, the National and State TAFE Clearinghouse operations are well on the way to full implementation. All except one of the National TAFE Clearinghouse components are operational and most of the State TAFE Clearinghouses are fully manned and are moving from the implementation phase into a maintenance level condition.

Regarding the evaluation of the System at both National and State levels, it is intended to refer the matter to the Conference of Directors once implementation is completed. Nevertheless, essential data is being collected through such mechanisms as the Document Request Form.

A decision has been taken to transfer the National TAFE Clearinghouse operation into the National Research and Development Centre. This would occur after the Centre is established and subsequent to the National Clearinghouse System becoming fully operational.

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SECTION 1

SECTION 1

STATEMENT OF PROCESS GOVERNING THE OPERATION OF THE NATIONAL TAFE CLEARINGHOUSE

I INTRODUCTION

At the November, 1978 Conference of Directors it was agreed that "South Australia should prepare a statement of process for the establishment and conduct of a National TAFE clearinghouse system not limited to research only, based on the principle of collection of information by each individual State and the collation and distribution of that information on a national basis by South Australia".

The word 'information' was understood to mean that information contained on the National TAFE Clearinghouse Accession Form, except when otherwise specified. This information would be used to service the needs of institutions and individual persons (in the former case particularly State authorities and in the latter instance particularly TAFE lecturers).

A statement of process was submitted to members of the National Clearinghouse Conference, held in Adelaide on 23, 24 August, 1979. Modifications were made to the document and the changed statement was then used as the major planning document to implement the Clearinghouse System.

II THE TAFE CLEARINGHOUSE PROCESSES - AUTOMATED PHASE

The following statements describe the processes which should be used by the National TAFE Clearinghouse (National TC) to maintain an efficient and effective service:

1. ACCESSION FORMS, PRODUCTION OF THE BOOKLET "INITIATIVES IN TECHNICAL AND FURTHER EDUCATION" AND INPUT INTO AUSINET

    1.1 Supply coding for each State (see Appendix A.1).

    1.2 Request college codings for each State. Within each State there will be a separate code number for each college (see Appendix A.2 for a sample). These codings will be in the form to be used in the Draft Data Element Dictionary.

    1.3 Distribute National TAFE Clearinghouse (TC) accession forms in bulk to each State. (see Appendix A.3 for a sample form).

        1.3.1 States print in the State Clearinghouse addresses in the 'return' box, unless a request is made to South Australia for a special print run.

        1.3.2 States distribute accession forms to all TAFE colleges and non-TAFE institutions within each State.

        1.3.3 States request that authors of each project submit completed accession forms (plus project documents) to the State TAFE Clearinghouse.

1.4 National TC accession forms checked against Clearinghouse guidelines for completeness and accuracy at State level.

1.4.1 Decision made by State TAFE Clearinghouse to accept or reject the submitted accession form.

1.4.2 State TAFE Clearinghouse Officer checks the submitted accession forms for completeness, accuracy, consistency and overall quality agreed to in guidelines. (see Appendix A.4).

1.4.3 Verified National TC accession forms forwarded to the National TAFE Clearinghouse Officer in monthly (or some multiple of one month up to a maximum of six months) batches.

1.5 National TC to collate the project accession forms or publication and dissemination on a six-monthly basis.

1.5.1 Accession forms checked for consistency between States. Edited using the Australian Style Manual standards. Compatible with Australian Education Index (AEI).

1.5.2 Check that appropriate ERIC descriptors and Australian Education Index identifiers have been allocated by State Clearinghouse Officers from keywords given by authors.

1.5.3 Any inconsistencies checked out with the State concerned before making an alteration to the accession form.

1.5.4 National TAFE Clearinghouse Officer allocates a National TAFE Clearinghouse document number (referred to as a TD number).

1.5.5 Edited TAFE Clearinghouse accession forms are forwarded to A.C.E.R. for entry at ACI Computer Services into the Australian Education Index (A.E.I.) data base and into the Australian Information Network (AUSINET).

1.5.6 A master hard copy of the data is printed by ACI Computer Services and forwarded to the National Clearinghouse Officer.

1.5.7 "Initiatives in Technical and Further Education" printed from the master hard copy.

1.5.8 Copies of "Initiatives in Technical and Further Education" (ITFE) distributed to each State authority.

1.5.9 State TAFE Clearinghouses distribute copies of ITFE in each State.

1.6 National TAFE Clearinghouse repeats six-month cycle described by 1.3 to 1.5.9 inclusive.

(States would answer all requests for copies of documents unless otherwise agreed. Other services, e.g. printing of reports, liaison with staff, would be provided at the discretion of the State concerned.)

2. OPERATING COST

2.1 Master Hard Copy of Data

The formatting of the data to obtain a master hard copy involves a one-off cost of $1 000 in addition to recurrent costs.

The total cost of an automated National TAFE Clearinghouse system is, at current costs:-

Professional staff (½ cost of full-time officer)	6 700
Computer Services (eg printing of master hard copy of 600 items)	180
Printing* (2 000 copies (72 pages) listing 300 projects twice a year)	5 420
Computer formatting (one-off cost)	1 000
Support Services	700
	$14 000

Cost for each of the seven States is $\$\frac{14\ 000}{7} = \$2\ 000$

*Run on cost of $200 per 500 copies. States can request additional copies; they will be debited at $200 per 500 copies.

The operating costs detailed above limit the number of items to be listed in a booklet to 600 per year. Since each State is sharing these costs, all States will only be permitted to submit 85 items each year within this basic operating cost.

The total of the States' contributions to the operating costs has temporarily imposed a 'quota' on the number of items that can be submitted by each State. This quota does not prohibit any State from submitting items above their quota provided they meet all the costs** incurred by their action. States unable to take up their entitlement will have the surplus distributed to the remaining States on a proportional basis.

**For 50 more projects per issue, the increase in price would be $350.

Thus the additional cost for each State to submit one additional project is $\frac{\$350}{50} = \$7$ per project.

The time schedule for the printing of the booklet is a minimum. The first volume will be printed early in March, 1980.

2.2 Microfiche Copy of Data

2.2.1 Formatted tapes would be returned to the National TAFE Clearinghouse Officer.

2.2.2 Tapes would be taken to Computer Output of Microfiche (COM) Bureau to produce a microfiche version in addition to a hard copy version.

2.2.3 Costs

Cost of production of microfiche version

- set-up charge of $50
- $2 per master
- 15 cents per duplicate

3. SERVICES REQUIRED BY PARTICULAR STATES

Some States may require the National TC to undertake special services on their behalf. These services would be handled on an individual request basis once suitable arrangements have been negotiated.

III ULTIMATE DEVELOPMENT PHASE - SEPARATE MEMBERSHIP OF AUSINET

A separate National TC data base could be set up within AUSINET. This would mean that users would search the National TC, AEI and ERIC data bases to isolate educational documents relevant to their needs.

1. Description of Method

1.1 Submission forms would be forwarded to National Clearinghouse Officer for editing.

1.2 Edited forms would be entered into data base using ACI terminal at ACI Port Road, Adelaide office.

1.3 Formatted tapes of items would be returned to National Clearinghouse Officer.

1.4 (a) Tapes would be used by the printer to produce an ITFE booklet.

(b) Tapes would be used by a commercial bureau to produce a microfiche version.

2. Costs of Developing this System

. Professional Staff (½ cost of full-time officer)	6 700
. Joining Fee	250
. Use of A.C.I. data base for data entry = $15 per hour @ approx. 40 hrs (initial booklet)	600

. Update runs ($50 per run + data entry @ $15 per hr.)	300
. Cost of programming for formatting output (once only)	1 000
. Cost of output @ 30¢ per item cost for 600 items	180
. Cost of production of microfiche version	200
. Cost of printing from tape (2 000 copies listing 300 projects twice a year)	5 420
	$14 650
Cost for each of the seven states is $\frac{\$14\ 650}{7}$ =	$ 2 100

SECTION 2

SECTION 2

MAJOR ISSUES DISCUSSED AND AGREEMENTS REACHED DURING AND AFTER THE NATIONAL TAFE CLEARINGHOUSE CONFERENCE

Parts I to X in this section deal with major issues discussed and agreements reached during the National TAFE Clearinghouse Conference. These matters were submitted to a meeting of the Conference of Directors. Subsequent modifications are reported in Part XI of this section.

I PILOT PROGRAMME 1979 - 1980

1. IT IS ENVISAGED THAT A PILOT SYSTEM WOULD BE INITIATED AND WILL OPERATE IN THE FOLLOWING MANNER

1.1 The individual States will be responsible for the collection of information (accession forms) and documents to be accessioned.

1.2 The documents to be accessioned will be limited to those submitted by TAFE institutions.

Each State is to be responsible for defining a 'TAFE institution'.

1.3 The National TAFE Clearinghouse will be responsible for the collection and collation of the information (accession forms).

1.4 The National TAFE Clearinghouse will distribute to the States the information collected in the form of an "Initiatives in Technical and Further Education" booklet.

1.5 The States will be responsible for responding to requests for materials held by that State.

1.6 The pilot system will be evaluated in order to determine its efficiency and so allow recommendations to be made and any desirable changes to be effected. On-going evaluation is to be conducted to ensure a continued effective system.

II DEVELOPMENT PHASES 1980 - 1984

The National TC Conference would draw attention to the 'developmental' structure of the pilot system. It is considered that a pilot system should be established initially and the system be developed in phases leading up to an automated system. This further development of the system at current costs should provide more items at the same total cost as at present. The costs of operating the pilot system to be established are based on a manual reproduction of a booklet. Apart from the reduced per item cost an automated system would result in a more effective service.

1. FIRST DEVELOPMENT PHASE - 1980-81

In the first developmental phase the following would occur:-

1.1 Edited National TC accession forms forwarded to ACER for entry at ACI Computer Services into Australian Education Index (which is within the Australian Information Network (AUSINET)).

This would result in an automated system which, at current costs, should provide more items at the same total costs as at present. As well, becoming part of the AUSINET data base would increase the level of access to TAFE material.

2. SECOND DEVELOPMENT PHASE - 1983-84

In the second developmental phase the following would occur:-

2.1 The National TAFE Clearinghouse establish a separate data base within AUSINET using the facilities of ACI Computer Services.

This would result in further reduced recurrent per item operating cost. Direct input of TAFE material into AUSINET would create a unique TAFE data base separate from the Australian Education Index.

III SCOPE OF MATERIAL

In view of the need to limit the initial operating costs of the Clearinghouse to within the budget set by the Conference of Directors, a degree of control will be necessary on both the number and type of accessions initially entered into the system.

1. QUOTAS

In the pilot phase of operation, a total contribution of $14 000 (i.e. $2 000/State) will limit the total number of entries to 600 (i.e. 85 items per State). To achieve this, it is necessary that an upper limit be set on the number of entries and clear guidelines be used to control the nature of the material entered into the Clearinghouse. Both the 'quotas' and guidelines would be subject to review after the pilot stage and could probably be relaxed once the initial operation of the Clearinghouse had been evaluated and any operational problems resolved. Even so, allowance should be made for States to submit projects below or above the 'quota'.

It is envisaged that if a State does not fill its entitlement, the remainder will be distributed to the other States on a proportional basis, subsequent to that particular State giving its permission for a redistribution to occur. Further, any State may have any additional item above any amended quota mastered at $7 per item.

2. GUIDELINES

The following guidelines are suggested for the initial phase of Clearinghouse operation (to be reviewed at the end of the pilot stage):-

2.1 Retrospectivity

Material should not be more than two years old.

In the case of material older than two years it is suggested that it be referenced in a bibliography which itself would be entered into the Clearinghouse.

3. NON-TAFE SOURCES

The necessity to contain costs considerably reduces the input of non-TAFE material in the pilot system. It is envisaged that a review of the pilot system will recommend that this type of material be actively solicited subsequent to the pilot system being tested.

4. QUALITY CONTROL

All material received should be evaluated at the State level against the following kinds of quality criteria:-

(a) contribution to knowledge of TAFE activities

(b) significance for TAFE

(c) newness

(d) innovativeness

(e) effectiveness of presentation

(f) thoroughness of reporting

(g) relation to current priorities for TAFE

(h) timeliness

(i) authority of source

(j) intended audience

(k) comprehensiveness

(l) legibility and reproductability.

5. TYPES OF MATERIAL

Material will be restricted in the pilot phase to the following types of projects.

(i) Research Reports/Technical Reports

(ii) Evaluation Studies

(iii) Curriculum Materials (new and amended)

(iv) Tests, Questionnaires, etc.

(v) Feasibility Studies

(vi) Catalogues of Instructional Materials

(vii) Bibliographies

Nevertheless, it was agreed that other relevant material may be included at the discretion of the State Clearinghouse Officer.

6. STAGE OF RESEARCH

Each State Clearinghouse Officer would submit accession forms of completed documents. This would include interim reports on research in progress. Even so, States may choose to compile a monthly or quarterly index of 'research in progress' on which a report has not been produced.

7. NESTING OF INDICES

The use of nested indices to accession certain types of documents would help to overcome the quotas imposed. Each State Clearinghouse Officer would be responsible for preparing the necessary index, in the form of a bibliography, for inclusion in the National TC. These indices would only be listed again if they were continually updated.

IV PROCEDURES FOR PAYMENT

The following procedures have been agreed upon by each State:-

1. The States will be debited for $2 000, which is the agreed contribution.
2. A special deposit account will be created and receipts and payments of the National System will be credited and debited against that account.
3. Statements will be sent quarterly to the States asking for extra monies if required to cover costs of operating the system above the total of the States' contributions.

V ACCESSION FORM

A draft accession form was submitted at the National TC Conference, revised and subsequently circulated to members for approval.

A copy of the approved accession form is included in the report.

VI GUIDELINES FOR COMPLETING THE ACCESSION FORM

The National TC Conference members felt it was necessary for an instructional booklet to be prepared for State Clearinghouse Officers.

The National Clearinghouse Officer has since prepared the appropriate instruction sheets for circulation and approval to members subsequent to the Conference.

VII TYPES OF INDEXES

It was agreed that the TAFE "Initiatives" booklet use the three indexes currently contained in the Australian Education Index. These should be arranged alphabetically. Broad subject areas could be placed in the front of the booklet with an expanded index in the back of the booklet. An institution index was considered unnecessary for the pilot scheme but could be added at a later date.

Attention was drawn to the lack of clarity in the layout of the Australian Education Index and it was suggested that the format of the TAFE booklet resemble that used by the British Educational Index. Conference members supported this suggestion.

VIII DESCRIPTORS

It was decided that initial descriptors for the National TC would comprise those used by the Australian Education Index and new terms unique to TAFE activities. It may be necessary for the National Clearinghouse Officer to visit and discuss descriptor usage with the AEI Officer. The Australian Education Index will also be the source for subject indexes to be used in the National TC "Initiatives" booklet.

Authors of projects would be allowed to nominate descriptors for their particular projects. These would be vetted by the State Clearinghouse Officer. In order to ensure consistency across Australia, the following sequence of persons would have increasing 'vetting powers'.

Author ⟶ State Clearinghouse Officer ⟶ National Clearinghouse Officer ⟶ AEI Officer

In the event of any modifications the previous person in the sequence should be consulted before a final decision is made.

IX STATEMENT OF DUTIES FOR STATE CLEARINGHOUSE OFFICER

The National TC members agree that it is desirable that State Clearinghouse Officers possess library skills to perform the tasks assigned to a State Clearinghouse Officer. The skills required to complete State Clearinghouse tasks are detailed in a 'statement of duties'.

X CONCLUSIONS AND RECOMMENDATIONS

The following conclusions and recommendation arose from the National TAFE Clearinghouse Conference.

1. ESTABLISHMENT OF A NATIONAL TAFE CLEARINGHOUSE SYSTEM

It is considered that a pilot programme of the National TAFE Clearinghouse System should be established initially.

It is RECOMMENDED that the pilot programme of the National TAFE Clearinghouse as implemented after the National TC Conference be endorsed.

2. APPOINTMENT OF A STATE TAFE CLEARINGHOUSE OFFICER

The Conference felt it was important that each State appoint/nominate a person to the position of State Clearinghouse Officer. It is envisaged that such a person would be a professional officer and may possess library skills. States would need to provide such a person by the time accession forms are distributed to States.

It is RECOMMENDED that each State act quickly to appoint/ nominate a person to the position of State Clearinghouse Officer.

3. EVALUATION OF NATIONAL TC

Evaluation of both the National Clearinghouse and each State Clearinghouse is seen as essential in determining the efficiency and effectiveness of the services provided by the National and State Clearinghouses. It is envisaged that a State consortium would evaluate the National system while the National Clearinghouse Officer would evaluate the State Clearinghouses. The State consortium would comprise a working party of two or three State Clearinghouse Officers and meet some time in 1980 to develop the instruments to be used to evaluate the National TAFE Clearinghouse. TAFEC should be approached with a view to funding the evaluation.

It is RECOMMENDED that the National TAFE Clearinghouse System be evaluated and that TAFEC be approached with a view to funding the evaluation.

4. DEVELOPMENT OF AN AUTOMATED SYSTEM

It is envisaged that the pilot programme of the National TAFE Clearinghouse already implemented will be developed in phases to result in an automated system of the National TAFE Clearinghouse Services.

It is RECOMMENDED that subject to a satisfactory evaluation, the Conference of Directors give approval to the development of an automated system for the National TAFE Clearinghouse services. At current costs such a system would provide more items for the same total cost.

5. PUBLICITY

Publicity of the TAFE Clearinghouse System needs to be conducted so as to ensure its effective servicing of potential clients. It is intended to produce a brochure for distribution to States. This document will outline the aims and objectives of the National TAFE Clearinghouse. A proposal should be put to TAFEC to fund the production of such a brochure.

It is RECOMMENDED that TAFEC be asked to provide funds for publicising the 1980-81 programme for the National TAFE Clearinghouse.

XI ACTIONS SUBSEQUENT TO THE NATIONAL TAFE CLEARINGHOUSE CONFERENCE

A Progress Report prepared by South Australia and dealing with the planning and partial implementation of the National TAFE Clearinghouse System was adopted by the Conference of TAFE Directors. The Directors accepted recommendations 1, 2, 3 and 5 as stated on page vi of the overview. In regard to recommendation 4, the Conference of Directors approved the development of an automated system for the National TAFE Clearinghouse services according to the addendum submitted with the Progress Report. This approval meant that the AUSINET component would be included in the initial development phase.

The decision to automate the system has been of special significance as it has allowed increased access to TAFE material. Information about TAFE documents can now be gained by on-line bibliographic search. By arrangement with the Australian Council for Educational Research, which uses the facilities of A.C.I. Computer Services, details of documents accessioned into the National TAFE Clearinghouse are entered into the Australian Education Index (A.E.I.) data base which is available for computerised search through AUSINET. The ERIC data base is also located within AUSINET; a search of both the A.E.I. and ERIC data bases provides coverage of the literature concerning education. This automated method is in addition to the manual search facility provided by the booklet "Initiatives in Technical and Further Education", published by the National TAFE Clearinghouse.

Regarding the State accession number allocated to each document, the proposition that the identifying number should be prefixed by a State code was replaced by the adoption of a number corresponding to the volume number of the booklet.

As it was decided at the National TAFE Clearinghouse Conference not to include audio-visual material amongst those items accessioned, one aspect of the guidelines for completing the Accession Form required amendment. As a result of this decision, the instruction relating to the "Medium of Document" was made unnecessary, with the consequence that the category does not appear on the Accession Form.

XII IMPLEMENTATION AND MAINTENANCE OF THE SYSTEM

Up to June 1980, a number of components of the National TC system have been implemented. Most States have appointed persons to act as State Clearinghouse Officers. There is now regular contact between the National and State Clearinghouse Officers. A brochure outlining the aims and objectives of the Clearinghouse and giving instruction on how to submit and obtain documents has been piloted and implemented across Australia to the extent that a number of States have printed copies for distribution within their respective State boundaries. Use of this brochure by several States has ensured that information about the Clearinghouse has been widely disseminated. An example of the brochure is to be found in Appendix D.1.

A Document Request Form has reached a similar stage of implementation across Australia (see Appendix D.2). Use of this form to record requests for documents should ensure more effective evaluation of the system, as it allows a permanent record of requests to be maintained. This applies especially to telephone or personal requests which may otherwise not be documented.

An Accession Form is now being used across Australia as a standard Clearinghourse Document (see Appendix A.3). Also, on-line computer access to TAFE document entries is now available via AUSINET, while the manuscript for publication of the first volume of document entries entitled "Initiatives in Technical and Further Education" is almost ready to be submitted for typesetting.

TAFE Clearinghouse Conference members stressed the need to evaluate the Clearinghouse System to determine the degree of success and to consider ways in which the system might be improved. It is intended to refer the matter to the Conference of Directors once implementation has been completed. Meanwhile, essential data is being collected through such mechanisms as the Document Request Form.

A decision has been taken to transfer the National TAFE Clearinghouse operation into the National Research and Development Centre. This would occur after the Centre is established and subsequent to the National Clearinghouse System becoming fully operational.

APPENDICES

Appendix A

APPENDIX A

ATTACHMENTS TO THE STATEMENT OF PROCESS GOVERNING THE OPERATION OF THE NATIONAL TAFE CLEARINGHOUSE

1. STATE TAFE CLEARINGHOUSE CODE NUMBERS

It was proposed that each document would be given a State accession number. This identifying number, in running order, was prefixed by a State code as specified by the draft "Data Element Dictionary" report. A modification has since been proposed to the system of allocating State accession numbers. It is now intended that the State code will be replaced with a number corresponding to the volume number of the booklet "Initiatives in Technical and Further Education". This number will be preceded by an abbreviated form of the name of each State. Examples of the new system are:-

SA	1.6
NSW	1.5
TAS	1.13
VIC	1.10
ACT	1.1
WA	1.51
QLD	1.21

STATE, TERRITORY OR COUNTRY	CODE •
NEW SOUTH WALES	01
VICTORIA	02
QUEENSLAND	03
SOUTH AUSTRALIA	04
WESTERN AUSTRALIA	05
TASMANIA	06
NORTHERN TERRITORY	07
AUSTRALIAN CAPITAL TERRITORY	08
NEW ZEALAND	09
PAPUA NEW GUINEA	10

• The code numbers are as listed in element 1.2 of the draft of the Data Element Dictionary (except for the last two entries which are additions made in alphabetical order of country).

2. COLLEGE CODE NUMBERS FOR SOUTH AUSTRALIA

The following codes are compatible with Data Element Dictionary Coding. It was proposed that each State would assign a separate code number for each college. These codings would be in the form to be used in the draft Data Element Dictionary. The original proposal has been modified in the following way. College codes will be left in abeyance until an institution index is produced. The need for such a coding system will be reexamined at some later date.

CODE	LIST OF COLLEGES AND BRANCHES
0000	Department of Further Education, Education Centre,
	Training and Development Centre, refer 7000
	Multi-Media Centre, refer 2800
1000	Adelaide College of Further Education
1001S	School of Music
1002S	School of Business Studies
1003S	School of Hairdressing
1004S	School of Plumbing
1005S	School of Dental Technology
1200	Adelaide Hills Community College
1400	Brighton College of Further Education
1600	Clare College of Further Education
1800	Croydon Park College of Further Education
2000	Elizabeth Community College
2200	Eyre Peninsula Community College
2400	Gawler College of Further Education
	Gilles Plains Community College refer 5600
2600	Kensington Park Community College
	Language & Migrant Education Centre, refer 6600
2800	Multi-Media Centre
3000	Port Adelaide Community College
3200	Marleston College of Further Education
3400	Murray Bridge Community College of Further Education
3600	Naracoorte College of Further Education
3800	Northern College of Further Education

CODE	LIST OF COLLEGES AND BRANCHES
4000	O'Halloran Hill College of Further Education
	Parks Community Education Centre, refer 7200
4200	Panorama Community College of Further Education
	Port Adelaide Community College of Further Education refer 3000
4400	Port Augusta College of Further Education
4600	Port Pirie Community College of Further Education
4800	Regency Park Community College
5000	Riverland Community College
	Open College of Further Education, refer 6800
5200	South Coast College of Further Education
5400	South-East Community College
5600	Gilles Plains Community College
5800	Tea Tree Gully College of Further Education
	The Parks Community Education Centre, refer 7200
6000	Whyalla College of Further Education
6200	Woomera College of Further Education
6400	Yorke Peninsula College of Further Education
6600	Language and Migrant Education Centre
6800	Open College of Further Education
7000	Training and Development Centre
7200	The Parks Community Education Centre
50 000	External to the Department of Further Education

Ref:
11/12/79

3. TAFE CLEARINGHOUSE ACCESSION FORM

T.A.F.E. CLEARINGHOUSE ACCESSION FORM

HOW TO FILL IN FORM: • COMPLETE SECTION A ONLY • PLEASE WRITE IN CURSIVE FORM (Do not Print) • ONLY FILL IN CATEGORIES MARKED ☑ • CONTACT STATE CLEARINGHOUSE IF HELP IS NEEDED • FORWARD FORM TO STATE CLEARINGHOUSE	**STATE CLEARINGHOUSE ADDRESS:**

SECTION A (TO BE COMPLETED BY THE AUTHOR, BY WRITING IN CURSIVE FORM IN CATEGORIES MARKED ☑)

SUBJECT CATEGORY		002	
TITLE	☑	004	
PUBLICATION DATE	☑	006	
AUTHOR(S) SURNAME FIRST FOLLOWED BY GIVEN NAMES IN FULL	☑	202	
CORPORATE AUTHOR		203	
INSTITUTION (PUBLISHER) NAME AND ADDRESS	☑	204	
PLACE OF PUBLICATION	☑	206	
SERIES (E.G. DISCUSSION PAPER NO 3)	☑	207	
PUBLICATION TYPE		300	
ABSTRACT/BRIEF DESCRIPTION UP TO 150 WORDS INCLUDE PURPOSE, TYPE OF STUDY RESEARCH SAMPLE SOURCE TREATMENT AND PRESENTATION OF DATA, FINDINGS CONCLUSIONS SPECIAL FEATURES	☑	400	
AUTHOR'S SUGGESTIONS FOR KEY WORDS (E.G. SUBJECTS, PLACES, NAMES)	☑		
NO. OF PAGES (OR NOTES)	☑	580	
CONTACT PERSON NAME, POSITION, TELEPHONE NO.	☑		
STAGE OF DEVELOPMENT TICK ONE BOX	☑		PROJECTS IN PROGRESS ☐ COMPLETED ☐ ACTUAL OR PLANNED YEAR OF COMPLETION ☐
ANY OTHER COMMENTS (E.G. PROJECT ONGOING, REGISTERED IN OVERSEAS INVENTORY)	☑		

OFFICE USE ONLY

SECTION B (TO BE COMPLETED BY THE STATE CLEARINGHOUSE OFFICER)

ISBN	597				ISSN			
AVAILABILITY OF DOCUMENT ADDRESS								
STATE ACCESSION NO.					CALL NO.			
ACCESS TO DOCUMENT		HARD COPY		MICROFICHE		INTERLIBRARY LOAN		
PRICE FILL IN ONE BOX	598	ACTUAL WRITE COST		AVAILABLE ON REQUEST		NIL WRITE NIL		
DESCRIPTORS								
SUBJECT IDENTIFIERS								
NAME IDENTIFIERS								
ANY OTHER COMMENTS E.G. ASSOCIATED MATERIALS								

SECTION C (TO BE COMPLETED BY THE NATIONAL CLEARINGHOUSE OFFICER)

ACCESSION NO.		
DESCRIPTORS (ERIC)	602	
SUBJECT IDENTIFIERS	604	
NAME IDENTIFIERS	605	

SECTION D

DATE	BASE	NAME	AEII	DOCUMENT NO.	INPUT ID 090

ADDRESS OF NATIONAL CLEARINGHOUSE OFFICER :

DEPARTMENT OF FURTHER EDUCATION,
BOX 2352
ADELAIDE
SOUTH AUSTRALIA 5001

TELEPHONE (08) 2274299

4. STATE CLEARINGHOUSE OFFICER - GUIDELINES FOR COMPLETING ACCESSION FORM

1. To be used directly by State Clearinghouse Officer if a librarian.
2. To be used in close consultation with a librarian if State Clearinghouse Officer is not a librarian.

The State Clearinghouse Officer (S.C.O.) is responsible for checking the consistency and accuracy of all accession forms received.

There are 4 sections.

SECTION A: to be filled in by author of document

SECTION B: to be filled in by S.C.O.

SECTION C: to be filled in by National Clearinghouse Officer (N.C.O.)

SECTION D: for office use in automated system.

Check Section A (Author) for completeness, accuracy and compatibility with AACR-2 and that the actual document is accompanying the form.

(a) ENTRY under corporate author as opposed to personal author will sometimes be required. In these cases, the S.C.O. will fill in corporate author in Section B.

(b) The ABSTRACT/BRIEF DESCRIPTION should contain enough information to enable the S.C.O. to determine the subject (and thus appropriate descriptors and identifiers) without having to read the complete document. The author's suggestions for key words are intended to supplement and highlight potential descriptors and identifiers.

(c) The notes in NO. OF PAGES (OR NOTES) apply to documents or media that do not have conventional page numbering (e.g. use no. of minutes for audiotapes).

(d) The CONTACT PERSON is ideally someone who has participated in the project. The contact address will not be published in the ITFE booklet, and thus will be predominantly a State-level responsibility. Because rate of personnel turnover is frequently high it will also be the responsibility of the S.C.O. to periodically check and update the addresses of the contacts (or find substitute contacts).

SECTION B

(a) The STATE ACCESSION NUMBER should be an identifying number in running order, prefixed by a State code as specified by the Data Element Dictionary.

Code	Category
1	New South Wales
2	Victoria
3	Queensland
4	South Australia
5	Western Australia
6	Tasmania
7	Northern Territory
8	Australian Capital Territory

(b) Assign the ISBN and/or ISSN as appropriate.

(c) Sources of DESCRIPTORS, SUBJECT IDENTIFIERS AND NAME IDENTIFIER are the abstract/brief description and author's suggestions for key words in Section A.

The descriptor terms should be compatible with the terms used by the Australian Education Index (A.E.I.). A.E.I. uses the Thesaurus of ERIC descriptors, 7th edition, 1977 plus changes and additions that are listed in the introduction to each issue of A.E.I.

If there is no suitable ERIC descriptor, supplementary TAFE descriptors may have to be developed. For instance, unique descriptors may have to be used to provide access to reports on specific teaching schools or subjects, course types or TAFE stream or attendance patterns (e.g. Block release, day release etc.). These would be generated by the State Clearinghouse and co-ordinated by the National TAFE Clearinghouse Officer.

In order to maintain vocabulary control, each State Clearinghouse should maintain a master file of descriptors used. This should prevent a Clearinghouse from using several different synonyms for the same subject. A card similar to that shown below should be used.

DESCRIPTOR:	
SCOPE NOTE:	
SYNONYMS:	NARROWER TERM:
BROAD TERMS:	RELATED TERMS:

The National TAFE Clearinghouse Officer should be notified when a new descriptor is generated. A form similar to *that above* should be completed and forwarded to NTC as clear definitions (scope notes), synonyms and cross references will be required to reconcile descriptors from different states.

(d) The term for MEDIUM OF DOCUMENT should be assigned from Appendix D: Glossary of the Anglo-American Cataloguing Rules, 2nd Edition (AACR-2).

(e) The term for PUBLICATION TYPE should be assigned from the list compiled for the Australian Education Index.

(f) AVAILABILITY OF DOCUMENTS will in most cases be the State Clearinghouse.

(g) Completed sample form is attached for information.

(h) Forward completed form to N.C.O.

Mr. David H. Kinnear,
National TAFE Clearinghouse Officer,
Department of Further Education,
31 Flinders Street,
ADELAIDE. 5000

Do not hesitate to contact N.C.O. if information or assistance is required.

NATIONAL TAFE CLEARINGHOUSE

DESCRIPTOR JUSTIFICATION FORM

DESCRIPTOR		
SCOPE NOTE (DEFINITION)		
SYNONYMS	BROADER TERMS	
USE FOR	NARROWER TERMS	
USE FOR	RELATED TERMS	
AUTHOR'S TERM		
COMMENTS		
STATE CLEARINGHOUSE	DATE	

7

T.A.F.E. CLEARINGHOUSE ACCESSION FORM

HOW TO FILL IN FORM:

- COMPLETE SECTION A ONLY
- PLEASE WRITE IN CURSIVE FORM (Do not Print)
- ONLY FILL IN CATEGORIES MARKED ☑
- CONTACT STATE CLEARINGHOUSE IF HELP IS NEEDED
- FORWARD FORM TO STATE CLEARINGHOUSE

STATE CLEARINGHOUSE ADDRESS

TAFE Clearinghouse,
Department of Further Education,
31 Flinders Street,
ADELAIDE. 5000.

SECTION A (TO BE COMPLETED BY THE AUTHOR, BY WRITING IN CURSIVE FORM IN CATEGORIES MARKED ☑)

SUBJECT CATEGORY		002	CURRICULUM SUBJECTS - VOCATIONAL AND PROFESSIONAL
TITLE	☑	004	The Unemployed Youth Programme: An Evaluation
PUBLICATION DATE	☑	006	1978
AUTHOR(S) SURNAME FIRST FOLLOWED BY GIVEN NAMES IN FULL	☑	202	Davies, A.C. O'Neil, M.G. Kinnear, D.H.
CORPORATE AUTHOR		203	
INSTITUTION (PUBLISHER) NAME AND ADDRESS	☑	204	Department of Further Education, 31 Flinders Street, Adelaide, 5000.
PLACE OF PUBLICATION	☑	206	Adelaide
SERIES (E.G. DISCUSSION PAPER NO 3)	☑	207	
PUBLICATION TYPE		300	
ABSTRACT/BRIEF DESCRIPTION UP TO 150 WORDS INCLUDE PURPOSE, TYPE OF STUDY, RESEARCH SAMPLE, SOURCE TREATMENT AND PRESENTATION OF DATA, FINDINGS, CONCLUSIONS, SPECIAL FEATURES.	☑	400	In response to rising youth unemployment the South Australian Department of Further Education established the Unemployed Youth Programme to equip the young with vocational and life skills. An evaluation was undertaken to assess the effectiveness of the programme in training the young unemployed with work and social skills while at the same time providing social, psychological and moral support to the young unemployed. To gather the data, six questionnaires were produced, one for each separate client group. These groups were: participants, principals, of colleges of further education, project officers in each region, instructors of programmes, parents of the young unemployed and, employers and their representatives. Analysis of the data indicated the programmes were successful in equipping youth with work related skills demanded by the community. The programmes were instrumental in breaking the general cycle of lassitude experienced by the vast majority of unemployed people. Thirty-four per cent of participants surveyed had successfully gained employment while still completing their training programme. Programmes were effective in maintaining and improving the skills previously acquired by participants. Recommendations have been made and, as well, areas for further research suggested.
AUTHOR'S SUGGESTIONS FOR KEY WORDS (E.G. SUBJECTS, PLACES, NAMES)	☑		Unemployed Youth, Youth Programmes, Unemployment
NO. OF PAGES (OR NOTES)	☑	580	250
CONTACT PERSON NAME, POSITION, TELEPHONE NO	☑		Superintendent, Research Branch, (08) 227 4230
STAGE OF DEVELOPMENT TICK ONE BOX	☑		PROJECTS IN PROGRESS ☐ COMPLETED ✓ ACTUAL OR PLANNED YEAR OF COMPLETION 1978
ANY OTHER COMMENTS (E.G. PROJECT ONGOING, REGISTERED IN OVERSEAS INVENTORY)	☑		

OFFICE USE ONLY

SECTION B (TO BE COMPLETED BY THE STATE CLEARINGHOUSE OFFICER)

ISBN	597	0 7243 9127 4			ISSN			
AVAILABILITY OF DOCUMENT ADDRESS		TAFE Clearinghouse, Department of Further Education, 31 Flinders Street, Adelaide, 5000.						
STATE ACCESSION NO.		S.A.1.7.			CALL NO.	331.1379 94 23		
ACCESS TO DOCUMENT		HARD COPY		MICROFICHE	✓	INTERLIBRARY LOAN		
PRICE FILL IN ONE BOX	598	ACTUAL WRITE COST		AVAILABLE ON REQUEST		NIL WRITE NIL	Nil	
DESCRIPTORS		Programme Evaluation; Trade and Industrial Education; Unemployed; Vocational Education; Youth Employment; Youth Programmes.						
SUBJECT IDENTIFIERS								
NAME IDENTIFIERS								
ANY OTHER COMMENTS E.G. ASSOCIATED MATERIALS								

SECTION C (TO BE COMPLETED BY THE NATIONAL CLEARINGHOUSE OFFICER)

ACCESSION NO.		TD 12 S.A.1.7.
DESCRIPTORS (ERIC)	602	Programme Evaluation, Trade and Industrial Education, Unemployed; Vocational Education, Youth Employment, Youth Programmes.
SUBJECT IDENTIFIERS	604	
NAME IDENTIFIERS	605	

SECTION D

DATE	BASE	NAME	AEII	DOCUMENT NO.	INPUT ID 090

ADDRESS OF NATIONAL CLEARINGHOUSE OFFICER :

DEPARTMENT OF FURTHER EDUCATION
BOX 2352
ADELAIDE
SOUTH AUSTRALIA 5001

TELEPHONE (08) 2274299

AUSTRALIAN EDUCATION INDEX

PUBLICATION/DOCUMENT TYPES AND CODES - SEPTEMBER 1979

A	Audio Visual/Nonprint Media; Audiovisual Aids; Films; Tape Recordings; Phonotape Recordings; Computer Programs; etc.
B	Books: Monographs; Textbooks; Programmed Texts; etc. (not otherwise classifiable).
C	Current Guides; Curriculum Materials; Teacher-Developed Materials; Laboratory Manuals.
D	Directories; Membership Lists; Tables of Organization; Reference Works Dealing with Organizations/Institutions; etc.
E	Government Reports/Commission Reports.
G	Guides; Teaching Guides; Resource Guides; Study Guides; Administrative Guides; Leaders Guides; Manuals; Training Manuals.
H	Legislation, Legislative Hearings, Legislative Reports, Parliamentary Documents (include both Federal and State levels), Court Cases and Decisions (all levels).
J	Journal Articles; Serials; Periodicals; Bulletins; Newsletters; Newspapers; etc.
K	Programme/Project Descriptions; Implementation Efforts.
L	Bibliographies; Annotated Bibliographies; Book Catalogues; Abstracts; Literature Reviews; Literature Searches/Guides; Book Lists; Book Reviews; Library Guides; Indexes (Locators); State-of-the-Art Reviews.
M	Maps, Atlases: Gazetteers.
N	Numerical and Statistical Tables; Quantitative Data and Analyses.
O	Other.
P	Proceedings; Conference Records/Minutes (entire).
Q	Questionnaires; Tests; Measurement Devices; Evaluation Devices.
R	Research Reports; Technical Reports; Studies.
S	Speeches; Conference Reports; 'Papers presented at ... ', verbal Presentations; (not otherwise classifiable).
T	Theses; Dissertations.
V	Dictionaries; Vocabularies; Glossaries; Thesauri.
Y	Annual Reports; Yearbooks.

Based on ERIC Publication/Document Types and Codes, 1979.

Appendix B

APPENDIX B

NATIONAL TAFE CLEARINGHOUSE CONFERENCE MINUTES

FOREWORD

The National TAFE Clearinghouse (National TC) Conference was held in Adelaide on Thursday and Friday, 23 and 24 August, 1979.

The purpose of the Conference was to decide upon a mechanism for the establishment of a National TAFE Clearinghouse. The decisions made were to be implemented immediately after the National TC Conference with a booklet listing material accepted being produced during 1980.

This document is a record of the minutes of that Conference.

NATIONAL TAFE CLEARINGHOUSE CONFERENCE ADELAIDE, 23-24 AUGUST, 1979

CHAIRMAN:	Mr. D. Kuhl, Principal Education Officer, Department of Further Education, South Australia.
EXECUTIVE OFFICER:	Mr. D. Kinnear, National TAFE Clearinghouse Officer, Department of Further Education, South Australia.
DELEGATES:	Mr. J. Braddy, Assistant Supervisor TAFE Planning, Technical Education, Victoria.
	Mr. D. Gillingham, Acting Principal Education Officer, Technical Education Branch, Queensland.
	Ms. G. Goozee, Librarian, Department of Technical & Further Education, New South Wales.
	Mrs. H. Hocking, Principal Research Officer, Division of Technical & Further Education, Tasmania.
	Miss K. Jones, Research Assistant, Technical Education, Victoria.

Mr. C. Kerstjens,
Professional Assistant,
Technical Education,
Victoria.

Mrs. P. Middleton,
Librarian,
Department of Further Education,
South Australia.

Mr. K. McGrath,
Acting Assistant Director of Resources,
Technical Education,
Western Australia.

Mr. D. Rumsey,
Principal Research Officer,
Department of Technical & Further Education,
New South Wales.

Mr. J. Ward,
Co-ordinator, Support Services Unit,
Technical Education,
Victoria.

Mr. A. Wheeley,
Head, Planning and Research Section,
Office of A.C.T. Further Education,
Australian Capital Territory.

Mr. B. Williams,
Lecturer,
Department of Further Education,
South Australia.

SECRETARY: Mr. J. Nettle

HOUSE MANAGEMENT: Ms. K. Harding
Mr. C. McCarthy

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AGENDA ITEM 1

OPENING

The Chairman, Mr. Kuhl opened the conference.

AGENDA ITEM 2

ADDRESS BY MR. L.A. KLOEDEN

Mr. L.A. Kloeden, Director-General of the South Australian Department of Further Education, welcomed members on behalf of the Conference of Directors.

AGENDA ITEM 3

APOLOGIES

(1) An apology was tendered by Mr. Kuhl for the absence of Ms. P. Crook (South Australia) and Mr. G. Hilton (TAFE Council).

(2) Mr. D. Gillingham apologised for the absence of Mr. H. Ruddy (Queensland).

(3) Mr. J. Braddy offered an apology for Mr. J. Ward (Victoria) and stated that he would arrive at 1.00 p.m.

AGENDA ITEM 4

INTRODUCTORY REMARKS

(1) HOUSE MANAGEMENT

(a) Mr. C. McCarthy spoke to the conference outlining the details of administrative support for the Conference.

(b) He asked that flight departure times be given to him so that he could arrange transport to the airport.

(2) MEETING PROCEDURES

(a) Mr. Kuhl proposed that the Conference adhere to the times and sequence of each agenda item as outlined in the programme.

Mr. Braddy stated that Victoria had a problem in regard to Agenda Item 5. He asked that Mr. Ward be allowed time to respond to Item 5F during the afternoon session.

(b) It was proposed that:

- each contributor speak to their position paper and answer questions of clarification;
- the conference look for points of agreement and resolve points of disagreement through discussion;
- States speak with one voice when making statements of position.

(c) Mr. Kuhl explained the cross referencing between agenda items outlined on the programme.

At Mrs. Hocking's suggestions it was agreed that publicity be discussed under a new agenda item 9E.

(3) Mr. Kuhl spoke to the S.A. paper "Purpose of the Conference as designated by the Conference of Directors of Technical and Further Education, Melbourne, 1978". He stated that the purpose of the Conference was to establish a National TAFE Clearinghouse according to the principle agreed to by the Conference of Directors of T.A.F.E.

This principle indicated that "South Australia should prepare a statement of process for establishment and conduct of a National TAFE Clearinghouse System, not limited to research only, based on the principle of collection of information by each individual State and the collation and distribution of that information on a national basis by South Australia."

He pointed out that the word 'information' should be taken to mean that information contained on the document accession form.

Mr. Rumsey indicated that New South Wales agreed to this interpretation of 'information'.

(4) Mr. Kuhl spoke to the paper "Resume of activities that have taken place in relation to the National TAFE Clearinghouse System". He stated that South Australia had been operating a State Clearinghouse since 1974. He reported that when the Conference of Directors decided to act upon the recommendation that a National TAFE Clearinghouse be established, South Australia was asked to prepare a 'statement of process' for its establishment.

This 'statement of process' with an accession form attached was circulated to all States for comment. He stated that all States had responded and the 'statement of process' was modified accordingly.

Mr. Kuhl pointed out that since that time Mr. Kinnear had been appointed the National TAFE Clearinghouse Officer.

He explained that all the papers cited in the position paper 4 (4) were available on request by Conference members.

(5) Mr. Kinnear spoke to the paper "Report on State Visitations by the National TAFE Clearinghouse Officer". He indicated that the paper contained those issues upon which agreement was reached during discussions with the various States. He reported that the Conference agenda items were arranged from those issues.

Mr. Wheeley asked that point four be changed to read "that the type of material accepted would not be limited to research only but would include investigations, amended and new curricula, policy and conference papers as well as material from non TAFE sources relevant to TAFE matters". Mrs. Hocking asked that point 1 be changed to read "the need to nominate an officer to be responsible for the State Clearinghouse duties".

All States agreed to these amendments.

AGENDA ITEM 5

PROGRESS REPORTS ON EACH STATE TAFE CLEARINGHOUSE

(a) A.C.T.

Mr. Wheeley spoke to the paper "Proposed Modus Operandi for the A.C.T." and stated that an immediate and continuing task was to promote awareness of the system to potential sources - both TAFE Colleges and otherwise. He indicated that the A.C.T. was fearful of added workload being imposed on the State Clearinghouse by the inclusion of non-TAFE material.

He suggested that the co-ordination of such material could be more properly handled by a national body.

Mr. Rumsey felt that non-TAFE material ought to be included in the system. It was agreed to delay discussion of this topic until agenda items 9(a), (b).

(b) TASMANIA

Mrs. Hocking reported that Tasmania was yet to appoint a State Clearinghouse Officer. She expressed concern about the scope of material that would be held at the State level and the ensuing problems of storage and distribution. She stated that Tasmania faced the problem of defining what constituted a TAFE and "non" TAFE institution with regard to accepting material produced by these different institutions.

(c) WESTERN AUSTRALIA

Mr. McGrath spoke to the paper "TAFE in Western Australia". He stated that Western Australia fully supported the concept of a National TAFE Clearinghouse but, as yet, no appointment had been made to the position of State Clearinghouse Officer.

He indicated that Western Australia felt the majority of documents would emanate from the Curriculum Research and Development Unit as most research was conducted centrally using seconded staff.

(d) SOUTH AUSTRALIA

Mr. Kinnear spoke to the paper "The South Australian TAFE Clearinghouse System". He outlined procedures for future publicity of the State system which focussed on the use of Lecturer Librarians (Resource Centres) as the contact persons within their colleges of further education.

Mrs. Hocking asked if this would be an additional task for them. Mrs. Middleton explained that Lecturers (Resource Centres) were responsible for lecturing in information skills and could assume the role of contact person within colleges.

(e) NEW SOUTH WALES

Ms. Goozee spoke to the paper "Proposed Operation of the New South Wales State Clearinghouse". She first asked Mr. Rumsey to define the differences between Colleges and Schools. She stated that like Western Australia most research was conducted through a central location by teachers seconded to head office.

She reported that New South Wales was involved in establishing a Central Information Index but was waiting on developments concerning descriptors for the NTC before proceeding further. The Central Information Index would include the State TAFE Clearinghouse functions.

Mr. Rumsey gave notice of motion regarding the paper "Statement of process" to be presented by New South Wales.

(f) VICTORIA

Mr. Braddy spoke to the paper "Sources of Information for the TAFE Information (Research) Clearinghouse". He stated that Victoria fully supported the concept and would soon appoint a State Clearinghouse Officer.

He reported that Victoria was concerned about the hidden costs at the State level which were not detailed in the original proposal. These costs were additional to the State's contribution to the National Clearinghouse.

Mr. Rumsey stated that New South Wales was conscious of these hidden costs and of the need to establish a mechanism for a National Clearinghouse.

He pointed out that the introduction of a retrospectivity date on material would exclude past material still relevant to current TAFE activities. His concern was noted and discussion of retrospectivity was delayed until agenda items 9(a) and 9(b).

(g) QUEENSLAND

Mr. Gillingham spoke to the paper "National TAFE Clearinghouse". He indicated that Queensland saw a great need for a Clearinghouse and fully supported the concept. He stated that Queensland did not have an organised distribution system except that each principal received copies of reports.

He pointed out that the National Clearinghouse should accept material other than research documents and cited as an example documents produced on legislation enacted to have an effect on apprenticeship training.

He suggested that the National Clearinghouse could become responsible for collecting and disseminating overseas information but Mr. Rumsey pointed out that access to this information was available through on-line search of the AUSINET and ERIC data bases.

AGENDA ITEM 6

STATEMENT OF PROCESS

Mr. Kuhl indicated that a mechanism had to be decided upon and endorsement of this mechanism sought from the next Conference of Directors. He proposed that time be made available on Friday afternoon for debriefing to establish grounds of common consensus.

He gave notice of motion that the Conference would be deciding upon three types of service:

- Realistic basic service
- Additional services on a group basis
- Additional services on a state basis.

Mr. Rumsey proposed that the conference consider agenda items 9(a), (b), (c) before item 6 because these items would influence the mechanism to be established. The decision was made after discussion to amend the agenda and bring forward for discussion items 9(a), (b).

AGENDA ITEM 9(a)

CLASSES OF MATERIAL

Mr. Rumsey suggested that the word scope could be changed to read "classes". He pointed out that it was important for a list to be compiled of the classes of material acceptable for inclusion into the National Clearinghouse. He spoke to the paper "Sources for Information for the TAFE Information (Research) Clearinghouse" and suggested that the following list be used in initial discussion:

- Formal research projects
- Studies
- Investigations
- Results of Surveys
- Projects
- Evaluations
- Occupational Analyses
- Papers
- Policy statements
- Student profiles
- Curriculum documents.

Mrs. Hocking suggested that the list was too wide and would not be of general interest to the teachers who were the prime client group of the National Clearinghouse.

Mr. Rumsey suggested the use of nested indices to reduce the volume of material to be accepted into the Clearinghouse.

Mr. Gillingham pointed out that the original concept was for a State Clearinghouse Officer to vet material in accordance with the guidelines given, while Mr. Kerstjens stated that limits should not be set on the categories to be used.

Mr. Kuhl suggested that the Conference ought to aim at establishing guidelines for the acceptance of material.

Mr. Rumsey suggested that the National Clearinghouse begin with a 'simple system' using nested indices for index of curricula and if the need arises because of usage that modifications can be made to these indices.

A nested index was to be used where there are too many individual items of a particular type of material (e.g. course syllabi) to accession as separate entries. A bibliography would be compiled and this would be accessioned into the Clearinghouse.

After considerable discussion of the list submitted by Mr. Rumsey, each State was asked to rank the categories listed in the Educational Resources Information Centre (ERIC) leaflet "Submitting Documents to ERIC". The following revised list acts as a guideline for the types of material to be accepted into the National Clearinghouse:

TYPES OF MATERIAL

(i) Research Reports/Technical Reports

(ii) Evaluation Studies

(iii) Curriculum Materials (new and amended)

(iv) Tests, Questionnaires, etc.

(v) Feasibility Studies

(vi) Catalogues of Instructional Materials

(vii) Bibliographies.

As well, it was agreed that other relevant material may be included at the discretion of the State Clearinghouse Officer.

AGENDA ITEM 9(b)

CONTROLS ON THE NATIONAL TAFE CLEARINGHOUSE

Mr. Kuhl stated that the costs of establishing a Clearinghouse System had imposed the following controls. They were:

- retrospectivity
- stage - proposal, interim, final
- institutions - non TAFE
- nested indices
- emphasis on teacher output
- newness

He stated that all the above controls arising from the cost factor acted to impose, in effect, a quota on the number of documents which could be submitted for accessioning into the National Clearinghouse by the individual States.

Mr. Kerstjens stated that Victoria would be happy with a quota system if a retrospectivity date was not placed on material to be accepted. Mr. Rumsey suggested that a separate index could be used to include earlier publications.

Mr. Rumsey suggested that, in addition to the above, State items could be subjected to controls established on a pro rata basis according to State:

1. population
2. colleges
3. staff numbers
4. student enrolments in selected streams - 1-5.

Mr. Rumsey was asked to prepare a paper which would give the rationale for setting up one type of quota system designed on the above population, college, staff and student criteria.

This paper was briefly discussed during Friday. It was understood that the document tabled at the Friday meeting would be one of the set of documents prepared and tabled at the Conference, these documents ultimately becoming part of the formal report to the Conference of Directors. National TAFE Clearinghouse Conference members would need to examine each of these report documents for accuracy and internal consistency. This would be done during the time the draft report is circulated to members.

During Friday, Mr. Rumsey pointed out that based on population figures the following quotas would apply to each State:

- NSW - 130
- VIC - 100
- QLD - 45
- SA - 60
- WA - 45
- TAS - 15
- ACT - 15

(totals are based on the accessioning of 400 items per year)

On this basis, SA would only be able to accession 50% of its projects currently held in the State Clearinghouse.

[The Officers responsible for the operation of the TAFE Clearinghouse in South Australia consider that a quota based on population, college, staff numbers and student enrolments when all States are making an equal contribution is inequitable. Consequently it is recommended that there be an equal quota available to each State. Any part of a quota not taken up by a particular State will be distributed on an equitable basis.]

The Conference expressed concern over the issue of imposing a quota on the number of documents to be submitted by the States. Yet, it fully recognised that the cost of allowing each State to submit unlimited numbers exceeded the total revenue of State contributions. It was made clear that any State could submit documents above its quota if it was prepared to meet the further costs incurred by its action. (Costs are outlined in the statement of process.) In the meantime, limits would have to be imposed on the States to maintain the operating costs of the system within a ceiling figure of $2 000 per State.

Mr. Rumsey suggested that the National TAFE Clearinghouse Conference inform the Conference of Directors that the per item costs for the pilot phase would be higher than in later phases of the Clearinghouse project because of the manual process involved. In proposed later phases the per item costs would be significantly reduced by use of computer printing of this booklet listing all the projects.

The two stages suggested are:

(1) manual pilot stage - increased cost to implement the system;

(2) automated - use of computers to reduce costs.

PUBLICITY COSTS

Mr. Ward suggested that a brochure publicising the Clearinghouse could be produced by the National Clearinghouse Officer. It could well resemble that used by ERIC.

CONFERENCE RECOMMENDATION

The National TAFE Clearinghouse Conference resolved that an approach should be made by the Conference of Directors to TAFEC to fund the publication of a brochure.

AGENDA ITEM 9(c)

STAGES FOR ACCEPTANCE

(a) STAGES OF PROJECTS

Mr. Rumsey spoke to the paper and stated that the Clearinghouse should accept completed reports only. He indicated that New South Wales proposed to index research in progress and include the index in a three monthly newsletter to be circulated to all States. Further discussion of this topic was delayed until Agenda Item 7.

The Conference resolved that documents were to accompany accession forms and that nested indices were to be included initially but continued inclusion depended upon their being updated.

(b) QUALITY CONTROL

The ERIC leaflet "Submitting Documents to ERIC" was tabled. Mr. Kuhl directed the attention of the members to the paragraph 'quality control' in the leaflet and to the paper "Quality Control" produced by A.C.T.

Mrs. Hocking was concerned about the proposal that documents would be accepted from non-TAFE institutions. She stated that responsibility for reproducing these documents would be a drain on the resources of the State Clearinghouse.

Mr. Rumsey suggested that a State could run a pilot scheme to discover the number of documents that would be forwarded by non-TAFE Institutions for inclusion in the National Clearinghouse. He pointed out that the State would still be bound by its 'quota'.

Mr. Kinnear suggested that non-TAFE material be excluded from the first initiatives booklet. During the period up to the next production, each State could determine the input likely from non-TAFE institutions.

Mr. Braddy pointed out that Victoria would have difficulty in defining exactly what was a non-TAFE institution, but this was an internal dilemma to be resolved by the State.

The Conference resolved that material accepted would be limited to TAFE institutions with each State being responsible for defining what was meant by a TAFE institution.

Mr. Kuhl pointed out that time had been allowed for the meeting to be continued in the evening. He asked whether the members felt it was necessary to hold an evening meeting. It was resolved that a meeting was required and would be held between 7-9 p.m. to consider 'The Statement of Process'.

AGENDA ITEM 6(a)

STATEMENT OF PROCESS

Mr. Kinnear spoke to the paper "Statement of Process". He stated that the Conference was to seek endorsement from the Conference of Directors on the mechanism outlined in the paper.

The following alterations to the text were agreed upon:

- Mr. Rumsey asked that the words "Basic Service" be changed to read 'Pilot Phase' and that the word basic be deleted from the following paragraph. He asked that the words "against clearinghouse guidelines" be inserted in 1.4.
- Suggested change to 1.4.2 to include "and overall quality agreed to in guidelines".
- Mr. Rumsey asked that the words "...OR if requested by a particular State - as above plus project documents" be deleted from 1.4.3.
- It was suggested that 1.5.3 be reordered to become 1.5.2 and read "Appropriate Australian Education Index descriptors to be allocated by State Clearinghouse Officers from keywords given by authors".
- Mr. Rumsey suggested the heading "Additional Services" be changed to "Later Phases of Development" and the following sentence to read "Services can be further developed at nominal cost to participating States".

  He suggested that the first sentence on page 8 be changed to "this proposal is a logical development step from Phase 1 and that 'COM' in 1.2(a) read as 'Computer' output of microfiche". He asked that the heading on page 9 be changed to "Ultimate Development Phase".
- Deleted from point 4, headed "Services required by particular States", is the information between the first and last sentences. It will now read "Some States may require the NTC to undertake special services on

their behalf. These services would be handled on an individual request basis once suitable arrangements have been negotiated."

- Mr. Rumsey stated that New South Wales would face a problem in allocating codes to colleges because of the division in New South Wales between 'school' and 'college', and as well, that research projects were mostly conducted centrally. Mr. Ward suggested this could be overcome by simply allocating a central code to all projects where applicable.

Mr. Rumsey suggested that it was preferable for authors to allocate descriptors initially with agreement being reached on these by both the State Clearinghouse Officer and the National Clearinghouse Officer. Any changes made by the National Clearinghouse Officer were to be agreed to by author and State Clearinghouse Officer.

The Conference resolved that authors were to be given the option of allocating descriptors which would then be checked for consistency by the State Clearinghouse Officer.

- Mr. Kinnear indicated that South Australia would undertake the task of responding to requests for documents accepted into the National Clearinghouse (subject to South Australia being requested to do so by the particular State concerned).

Mr. Rumsey stated that New South Wales would prefer to answer requests for their documents to prevent the possible duplication of requests for documents which may occur if a central distribution point was established.

It was agreed that each State would be responsible for responding to requests for documents produced within each State.

- Mr. Rumsey pointed out that the mechanism to be established should be a pilot scheme with provisions for two further developmental phases. He suggested that a paper be drafted discussing the envisaged further developmental phases as an overview to the 'statement of process'.

It was agreed that Mr. Kinnear should draft a paper "Overview of Statement of Process" and present it for discussion on Friday afternoon.

AGENDA ITEM 6D

PROCEDURES FOR PAYMENT

Mr. Kuhl proposed that South Australia send a quarterly itemised account of costs to each State and asked that payment be remitted to the Chief Accountant, Department of Further Education.

It was agreed that quarterly accounts were acceptable but each State could alter these arrangements if they seem to be unworkable after discussions with finance sections.

AGENDA ITEM 7

ACCESSION FORM

Mrs. Middleton proceeded to explain the layout of a 'draft' accession form prepared by South Australia.

She indicated four divisions of categories within the form which were to be completed by the Author, the State Clearinghouse Officer, the National Clearinghouse Officer and the Australian Council for Educational Research.

Mr. Williams (invited speaker) suggested that the divisions be arranged in the following order for completion:

(1) Author

(2) State Clearinghouse Officer

(3) National Clearinghouse Officer

(4) Australian Council for Educational Research.

This arrangement simplified the task of completing the form for authors. His remark was endorsed by Mr. Ward and by the Conference members. The Chairman asked Ms. Goozee and Mrs. Middleton to present a revised form for initial discussion on Friday morning.

The Conference agreed to the content and order of the form with final approval of its format to be given after it had been circulated to the Conference members.

STAGE OF DEVELOPMENT

Mr. Kinnear stated that South Australia would prefer to have 'research in progress' as a category for accepting documents as well as a 'completed' category. He pointed out that many projects continued over a period of 1 to 3 years with progress documents being produced at regular intervals. He suggested it was important for other persons to have access to the information contained in these documents. Mr. Rumsey stated that New South Wales would prefer to see completed documents only accepted in the Clearinghouse. This ensured that a document accompanied any reference. He reported that New South Wales would compile a 3 monthly index of 'research in progress' for distribution. Mr. Ward suggested a monthly sheet containing current projects for which no documents exist be forwarded to the National Clearinghouse. Mr. Rumsey suggested this index could be circulated by the National Clearinghouse Officer to State Clearinghouse Officers. The National TAFE Clearinghouse indicated that it would be able to meet this requirement.

The Conference resolved that each State Clearinghouse Officer would submit accession forms of completed documents. This would include interim reports on research in progress. Even so, States may choose to compile a monthly or quarterly index of 'research in progress'.

Mrs. Middleton stated that the responsibility for obtaining either an ISBN or ISSN number should rest with the State Clearinghouse Officer.

Mr. Gillingham suggested that an information sheet listing instructions for completing the form in regard to descriptors, ISSN and ISBN numbers be attached.

It was agreed that the National Clearinghouse Officer would prepare and circulate an appropriate instruction sheet for approval by Conference members.

Mr. Rumsey followed on by stating that the Conference should recommend to the Conference of Directors that State Clearinghouse Officers should possess library skills. This recommendation could be in the form of a duty statement for the position of State Clearinghouse Officer. The skill would be classed as 'desirable' rather than 'essential'.

Mr. Ward referred to page 3 of the paper "Establishment of a State Network" which outlined the tasks of a State Clearinghouse Officer. He stated that the following combination of skills was required to fulfil these tasks:

. library skills
. clerical assistance
. professional supervision.

The Chairman asked Mrs. Hocking and Mr. Ward to draft a statement of duties for a State Clearinghouse Officer. The statement of duties would highlight the tasks for each level of responsibility and assist in staff allocation for State Clearinghouses.

This paper was discussed briefly on Friday afternoon. It was understood that the document tabled at the Friday meeting would be one of the set of documents prepared and tabled at the Conference, these documents ultimately becoming part of the formal report to the Conference of Directors. The NTC Conference members would need to examine each of these report documents for accuracy and internal consistency. This would be done during the time the draft report is circulated to members.

ACCESS TO DOCUMENTS

Mr. Rumsey indicated a concern for responding to requests for documents from non-TAFE sectors. He stated that clients may be asked to pay for these documents.

Mr. Kerstjens suggested that the category 'price' on the accession form be divided into:

. Actual Price
. Available on Request
. Nil.

The Conference endorsed this suggestion.

AGENDA ITEM 8a(b)c

DESCRIPTORS AND INDEXES

Ms. Goozee spoke to the paper "National TAFE Clearinghouse: Subject Index." She stated that a common terminology should be used between States. This would result in a list of common descriptors. New additions to this list would be printed in the initiatives booklet.

She suggested that a working party be established to compile a thesaurus of descriptors. A particular source for the thesaurus could be the Australian Education Index and those descriptors unique to TAFE activities.

She suggested that Margaret Findlay (ACER) could be consulted on the use of AEI descriptors (these being ERIC descriptors except for those which are modified for Australian material).

The Conference resolved that the line of development for the TAFE descriptors would be:

Author → State Clearinghouse Officer → National Clearinghouse Officer → AEI Officer

The author would have the option of supplying key words. These would be converted into descriptors by the State Clearinghouse Officer. The National Clearinghouse Officer would check these for consistency with a final check being conducted by the AEI officer. In order for the descriptors used to be fully compatible with the AEI, the Conference considered it may be necessary for the National Clearinghouse Officer to visit and discuss descriptor usage with the AEI Officer.

TYPES OF INDEXES

Ms. Goozee suggested that the TAFE booklet use three indexes as provided in the Australian Education Index and that these be arranged alphabetically. She stated that the broad subject areas could be placed in the front of the booklet (as for the British Education Index) with an expanded index in the back of the booklet. She suggested that an institution index be deleted from the pilot scheme with the option to include it at a later date.

She drew attention to the lack of clarity in the layout of the Australian Education Index and suggested that the format of the TAFE booklet resemble that used by the British Educational Index. Conference members supported this suggestion.

Ms. Goozee was asked to prepare a paper which would discuss the format of an initiatives booklet, descriptor words and the construction of a thesaurus. This paper was discussed briefly on Friday afternoon. It was understood that the document tabled at the Friday meeting would be one of a set of documents prepared and tabled at the Conference, these documents ultimately becoming part of the formal report to the Conference of Directors. The National TC Conference members would need to examine each of these report documents for accuracy and internal consistency.

This would be done during the time the draft report is circulated to members.

AGENDA ITEM 9aD

EVALUATION PROCEDURES

(a) EVALUATION OF THE CLEARINGHOUSE SYSTEM

Mr. Rumsey spoke to the paper "Evaluation of the National TAFE Clearinghouse System". He stated that evaluation of the system would enable any restructuring required of guidelines to occur, indicate areas for expansion, reveal those areas where controls on requests were required and report on the efficiency and effectiveness of the system.

He pointed out that 3 major questions to be answered concerning evaluation were:

- who would conduct the evaluation?
- when would it be conducted?
- how would it be conducted?

Mrs. Hocking suggested that three levels of evaluation could be considered:

- the State Clearinghouse Officer
- the National Clearinghouse Officer
- an outside source to monitor cost effectiveness.

Mr. Rumsey indicated that these three levels could be reduced to two levels by adopting the following approach. The States, through the mechanism of a consortium, would evaluate the National Clearinghouse and the National Clearinghouse Officer would evaluate the State Clearinghouses. The Conference agreed to Mr. Rumsey's suggestion and raised the possibility of TAFEC being asked to fund both levels of evaluation. The main aim of evaluating the system would be to satisfy the Conference of Directors as to the effectiveness of the system.

It was agreed that a meeting of State Clearinghouse Officers should be held in April, 1980 to form the evaluation panel.

It was felt that the initial evaluation should be on-going and occur at the end of the pilot phase and prior to the publication of the second booklet. The evaluation report would be submitted to the Conference of Directors at the same time as the proposal for moving the system into the next phase of development. It is envisaged that the evaluation report would be submitted to the 1980 Conference of Directors provided such Conference occurred late in the year.

The Conference resolved that Mr. Kinnear and Mr. Rumsey develop measuring instruments and seek approval from the States for their use in evaluating the State Clearinghouses.

AGENDA ITEM 10B

USERS OF CLEARINGHOUSE

Mr. Williams spoke to the paper "Teachers as Clients". He stated that 82% of the projects entered in the previous State Clearinghouse booklets were initiated by Department of Further Education personnel. He suggested that further encouragement be given to teachers/lecturers to make use of the information listed by widely publicising the existence of the National Clearinghouse.

He stressed the prime client group would be college teachers/lecturers whose use of the system depended upon ready access. The booklet should be easy to use and contain clear, concise descriptor terminology to promote easier access to documents.

He pointed out that sharing of information led to more effective teaching and more relevant courses with the main beneficiaries being the students. He emphasized the establishment of a system which catered for the needs of the prime client group - this being TAFE teachers.

DEBRIEFING SESSION

Mr. Kuhl stated that this session would be used to discuss the paper "Overview of Statement of Process" prepared by Mr. Kinnear from previous discussion and to resolve the following issues:

- procedures to be used to confirm the minutes
- major issues raised for discussion at the Conference
- recommendations arising from the Conference
- major components of the report to be submitted to the Conference of Directors.

1. OVERVIEW OF STATEMENT OF PROCESS

Mr. Kinnear presented the paper "Overview of the Statement of Process". The following alterations were made:

- Mr. Rumsey suggested that the heading "Pilot Phase - 1979-80" be inserted after the first paragraph.

- It was suggested that 1.1.6 be enlarged to read "the States to be responsible for responding to requests for materials held by that State".

- Mr. Rumsey suggested that a statement on non-TAFE material be inserted and, as well, a statement on evaluation. Also to be included was a statement on the need for all States to nominate a State Clearinghouse Officer.

- Mr. Rumsey suggested that paragraph 1.2 be changed to read "The Conference would like to draw attention to the 'developmental' structure of the pilot system". It is considered that a pilot system should be established initially and the system be developed in phases to result in an automated system. This further development of the system would be at a nominal cost to the States but at a lower recurrent per item cost. The costs of operating the pilot system to be established were based on a manual reproduction of a booklet. Apart from the reduced per item cost an automated system would result in a more effective service."

- It was suggested that the sentence "In the first development phase the following would occur" be placed immediately under the heading "FIRST DEVELOPMENT PHASE - 1980-81" and the sentence "in the second development phase the following would occur" be placed under the heading "SECOND DEVELOPMENT PHASE - 1983-84".

- Mr. Rumsey suggested that a brief summary of why each phase should be automated be included.

It is understood that the document tabled at the Friday meeting would be one of a set of documents prepared and tabled at the Conference, these documents ultimately becoming part of the formal report to the Conference of Directors. The National TC Conference members would need to examine each of these report documents for accuracy and internal consistency. This would be done during the time the draft report is circulated to members.

2. PROCEDURES FOR THE MINUTES

A draft copy of the minutes (unconfirmed) would be prepared by Mr. Kinnear and circulated to the members of the Conference for appraisal. Changes suggested to the draft would be made by Mr. Kinnear. Further contact seeking final confirmation of the minutes would be conducted by telephone.

3. MAJOR COMPONENTS OF REPORT TO CONFERENCE OF DIRECTORS

The report would contain the following:

- The Statement of Process
- The major issues raised for discussion at the National TC Conference
- The recommendations arising from the National TC Conference
- A confirmed copy of the minutes of the National TC Conference (to be Appendix I)
- The National TC Position Papers (to be Appendix II)

4. MAJOR ISSUES RAISED FOR DISCUSSION

The following matters were discussed and appropriate courses of action were agreed upon by the National TAFE Clearinghouse Conference.

(a) ESTABLISHMENT OF A NATIONAL TAFE CLEARINGHOUSE SYSTEM

The National TC Conference seeks endorsement from the Conference of Directors on the pilot system. (This pilot system lies within the principle agreed to by the Conference of Directors.) As well, the Conference asks the Conference of Directors to endorse the principle of phased development toward a fully automated system.

The National TC Conference seeks approval from the Conference of Directors for the National Clearinghouse Officer to investigate the procedures involved in the further phased development of the National Clearinghouse.

(b) SCOPE OF MATERIAL

The Conference agreed that a quota system was necessary for the pilot system to limit the number of documents submitted by each State given that there was a ceiling figure of $2 000 per State. The Conference was concerned that quotas which would limit each State to 85 items per year had to be imposed but realised the necessity to contain costs within the operating expenditure contributed by all States. This does not prevent any State from meeting the costs incurred by exceeding the quota imposed on that State.

The necessity to contain costs considerably reduced the input of non-TAFE material in the pilot system. It is envisaged that a review of the pilot system will recommend that this type of material be actively solicited subsequent to the pilot system being tested.

The Conference agreed that the use of nested indices to accession certain types of documents would help to overcome the quotas imposed. These nested indices would only be listed again if they were continually updated. As well, only completed documents (including interim reports on research in progress) will be accepted into the National Clearinghouse.

It was decided that initial descriptors for the National TAFE Clearinghouse would comprise those used by the Australian Education Index and new terms unique to TAFE activities. It may be necessary for the National Clearinghouse Officer to visit and discuss descriptor usage with the AEI Officer. The Australian Education Index will also be the source for subject indexes to be used in the National TAFE Clearinghouse initiatives booklet.

(c) ENDORSEMENT TO BE SOUGHT FROM THE CONFERENCE OF DIRECTORS

The National TC Conference seeks the endorsement of the Conference of Directors in regard to:

- the mechanisms which lie within the principle agreed to by the Conference of Directors
- the procedures for further development of the system which lie outside of the mechanism for the TAFE Clearinghouse process.

5. RECOMMENDATIONS ARISING FROM THE CONFERENCE

5.1 APPOINTMENT OF A STATE TAFE CLEARINGHOUSE OFFICER

The Conference felt it was important that each State appoint/nominate a person to the position of State Clearinghouse Officer. It is envisaged that such a person would be a professional officer and could possess library skills.

It is RECOMMENDED that each State act quickly to appoint/nominate a person to the position of State Clearinghouse Officer.

5.2 EVALUATION OF NATIONAL TAFE CLEARINGHOUSE

Evaluation of both the National Clearinghouse and each State Clearinghouse was seen as essential in determining the efficiency and effectiveness of the services provided by the National and State Clearinghouses. It was envisaged that a State Consortium would evaluate the National system while the National Clearinghouse Officer would evaluate the State Clearinghouses.

A working party of State Clearinghouse Officers should be established and meet in March 1980 to develop the instruments to be used to evaluate the National TAFE Clearinghouse.

It is RECOMMENDED that the National TAFE Clearinghouse System be evaluated and that TAFEC be approached with a view to funding the evaluation.

5.3 PUBLICITY

Publicity needs to be conducted on the National TAFE Clearinghouse to ensure its effective servicing of potential clients. It is intended to produce a brochure for distribution outlining the aims and objectives of the National TAFE Clearinghouse.

It is RECOMMENDED that subsequent to the pilot phase TAFEC be asked to provide funds for publicising the Clearinghouse.

Appendix C

APPENDIX C

NATIONAL TAFE CLEARINGHOUSE CONFERENCE PAPERS

1. POSITION PAPERS SUBMITTED PRIOR TO THE NATIONAL TAFE CLEARINGHOUSE CONFERENCE

1.1 PURPOSE OF THE CONFERENCE AS DESIGNATED BY THE CONFERENCE OF DIRECTORS OF TECHNICAL AND FURTHER EDUCATION, MELBOURNE 1978. PREPARED BY S.A. (AGENDA ITEM 4 (3))

Guidelines for the establishment of the National TAFE Clearinghouse System are stated in the minutes of the Conference of Directors of Technical and Further Education, Melbourne, 1978 (p.19.20)

The key statements in this section of the minutes deal with:

- the major principle governing the collection and distribution of 'information'.
- the preparation of a statement of process for the establishment and conduct of a National TAFE Clearinghouse System, and an estimate of the establishment and running costs.
- setting up a network of State TAFE Clearinghouse contacts.

page 20, para 2

"Mr. Watson stated that he favoured the collection of information within each State with one State accepting responsibility for the distribution of information."

page 20, para 4

"It was agreed that South Australia should prepare a statement of process for the establishment and conduct of a National T.A.F.E. Clearinghouse System, not limited to research only, based on the principle of collection of information by each individual State and the collation and distribution of that information on a national basis by South Australia."

page 20, para 5

"South Australia agreed to prepare a firm estimate of costs - both established and on-going. Each Director is to nominate a representative with whom South Australia can develop and maintain contact concerning the proposal."

This Conference is one outcome of the directions given by TAFE Directors and Directors-General at the Melbourne Conference of Directors to establish a statement of process, cost out the processes and develop a proposal. The support shown by TAFEC, the States and Territories for a system to be operational during 1979, makes a National TAFE Clearinghouse Conference a necessity.

Paragraph 4 on page 20 of the minutes makes it clear that the National TAFE Clearinghouse System:

- is not limited to research only

- should be based on the principle of collection of information by each individual State
- should be based on the principle of the distribution of that information on a national basis by South Australia.

South Australia considers that 'information' be interpreted to mean information as displayed on a TAFE Clearinghouse Accession Form, but accepts that 'information' may also mean report documents and the like. Estimates of required funding have been made on the former possibility, and additional estimates have been made for other options that States may wish to use.

Thus the minimum condition for the conduct of the System as agreed to by the Conference of Directors, reads as follows:

It was agreed that South Australia should prepare a statement of process for the establishment and conduct of a National TAFE Clearinghouse System, not limited to research only, based on the principle of collection of information (as recorded on the TAFE Clearinghouse Accession Form) by each individual State and the collation and distribution of that information on a national basis by South Australia.

Attachment 1

EXTRACT FROM THE MINUTES OF THE CONFERENCE OF DIRECTORS OF TECHNICAL AND FURTHER EDUCATION, MELBOURNE, 1978

pages 19 - 20

"The following material was tabled.

- Development of a national T.A.F.E. clearinghouse system - T.A.F.E. Council.
- Research and investigation in T.A.F.E. - T.A.F.E. Council.
- Research and investigation in T.A.F.E. - A National Review.
- The South Australian research clearinghouse system and a mechanism for a national clearinghouse.
- Statement of research activities - South Australia.
- Synopsis of the work and size of the various research units in South Australian educational institutions.
- Initiatives in Further Education. Research Clearinghouse Volume 3, No. 1, 1976/77 - South Australia.

Mr. Hilton of the T.A.F.E. Council Secretariat spoke to the Council paper "Development of a National T.A.F.E. Clearinghouse System". He stated that the paper presented three options by which a National T.A.F.E. Clearinghouse System could be established. He pointed out that the research officers of each of the States were keen to be involved and that there was a need for the State Departments to be involved in the procedures adopted. If it were agreed that a National T.A.F.E. Clearinghouse System were valuable, he suggested that South Australia should undertake the responsibility. The questions to be resolved then would be how should the system be funded and at what level should information and reports be available.

Mr. Watson stated that he favoured the collection of information within each State with one State accepting responsibility for the distribution of information.

Mr. Watts stated that he would prefer the clearinghouse system to make abstracts available, but Mr. Hilton pointed out that this would require more resources than were feasible.

It was agreed that South Australia should prepare a statement of process for the establishment and conduct of a National T.A.F.E. Clearinghouse System, not limited to research only, based on the principle of collection of information by each individual State and the collation and distribution of that information on a national basis by South Australia.

South Australia agreed to prepare a firm estimate of costs - both establishment and on-going. Each Director is to nominate a representative with whom South Australia can develop and maintain contact concerning the proposal."

1·2 RESUME OF ACTIVITIES THAT HAVE TAKEN PLACE IN RELATION TO THE NATIONAL TAFE CLEARINGHOUSE SYSTEM. PREPARED BY S.A. (AGENDA ITEM 4 (4))

This paper lists the major activities that have taken place in relation to the TAFE Clearinghouse System, with particular reference to the operation of the System at the national level:

1. Formation of Department of Further Education TAFE Clearinghouse in 1974.

2. Production of three D.F.E. TAFE Clearinghouse booklets from 1974-1977 inclusive.

3. Recommendation at August, 1978, Meeting of TAFE Research Officers that a national TAFE clearinghouse system be developed and maintained.

   Endorsed by TAFEC.

4. Survey indicates favourable author-response to projects accessioned into the D.F.E. Clearinghouse.

5. TAFEC submission to Conference of Directors supporting a National TAFE Clearinghouse System, Melbourne, 1978.

6. 'The South Australian Research Clearinghouse System and a Mechanism for a National Clearinghouse' - paper to Conference of Directors, Melbourne, 1978.

7. Conference of Directors resolution re National TAFE Clearinghouse, Melbourne, 1978.

8. Statement of process and accession form circulated to States. Responses from States.

9. Appointment of National TAFE Clearinghouse Officer - July 2nd, 1979.

10. State visitations by the National TAFE Clearinghouse Officer.

11. National TAFE Clearinghouse Conference.

1·3 REPORT ON STATE VISITATIONS BY THE NATIONAL TAFE CLEARINGHOUSE OFFICER (S.A.) (AGENDA ITEM 4 (5))

State visits were conducted with Victoria, New South Wales, Queensland, Australian Capital Territory, Tasmania and Western Australia to discuss the scope and establishment of a National TAFE Clearinghouse System. Issues which required further discussion at a national level were also identified.

Agreement was reached on the following matters:

- the need to nominate an officer to be responsible for the State Clearinghouse duties.
- the presentation of a 'state of the State' position paper and one or more position papers on those matters perceived as important to a particular State.
- the mounting of a publicity campaign essential to the successful operation of a national system. Details of the publicity conducted by the Department of Further Education to be described during the Conference.
- that the type of material accepted would not be limited to research only but would include investigations, amended and new curricula, policy and conference papers as well as material from non-TAFE sources relevant to TAFE matters.
- stages of development for which material will be accepted will range from project proposals (in detailed format), interim reports and final reports.
- that planning of a clearinghouse system incorporate steps to automate the system to be established.
- that measures for evaluation be built into the clearinghouse system to be established.
- that the 'statement of process' prepared by South Australia be an agenda item at the conference.
- States were keen to have a clearinghouse system fully established as soon as possible (perhaps by the end of 1979.)

1·4 PROPOSED MODUS OPERANDI FOR THE A.C.T. (A.C.T.) (AGENDA ITEM 5A)

The Office of ACT Further Education supports the general concept of the National TAFE Clearinghouse and nominates Mr. Alan Wheeley as contact officer for the scheme. Mr. Wheeley, Head of the Planning and Research Section of the Policy and Planning Branch within the Office, may be contacted on telephone (062) 89-7050.

While this paper is intended as a summary statement of the ACT's position in respect of its anticipated execution of the duties set out in the Statement of Process paper, there are some separate issues which warrant special attention. These are discussed in supplementary position papers:

. a thesaurus of ERIC descriptors for possible use by the NTC;

. quality control of material accessioned to the catalogue lists; and

. the need for administrative procedures to be within the scope of the NTC.

It will be recognised that the relative size of the ACT TAFE system will make little impact on the total operation of the NTC, particularly if, as outlined in the Statement of Process, TAFE institutions are the major sources of research input. In the ACT, very little research, apart from curriculum development, a subject understood to be scheduled for separate discussion and the topic of a State position paper, is conducted within the TAFE colleges or the FE institutions (Schools of Art and Music). There is, however, a multitude of TAFE-related information which is available in the ACT but which is beyond the realm of responsibility of the OACTFE. Information of this nature would take various forms - discussion papers, speeches, bulletins, statistics, investigation summaries, reports - and originate from sources such as the Curriculum Development Centre, Tertiary Education Commission, Education Research and Development Committee, National Capital Development Commission, Public Service Board, Commonwealth Employment Service, Department of Employment and Youth Affairs, Australian National University.

It is the view of this Office that initiatives for promoting an awareness of NTC and seeking co-operation in respect of input of material from these sources more properly lie with an already existent and recognised national body. The ACT Office is prepared to maintain its role of overall co-ordinator within the Territory, while somewhat fearful of the implications for staffing that implementation and continued operation of the system may bring (no doubt larger State systems hold similar apprehensions).

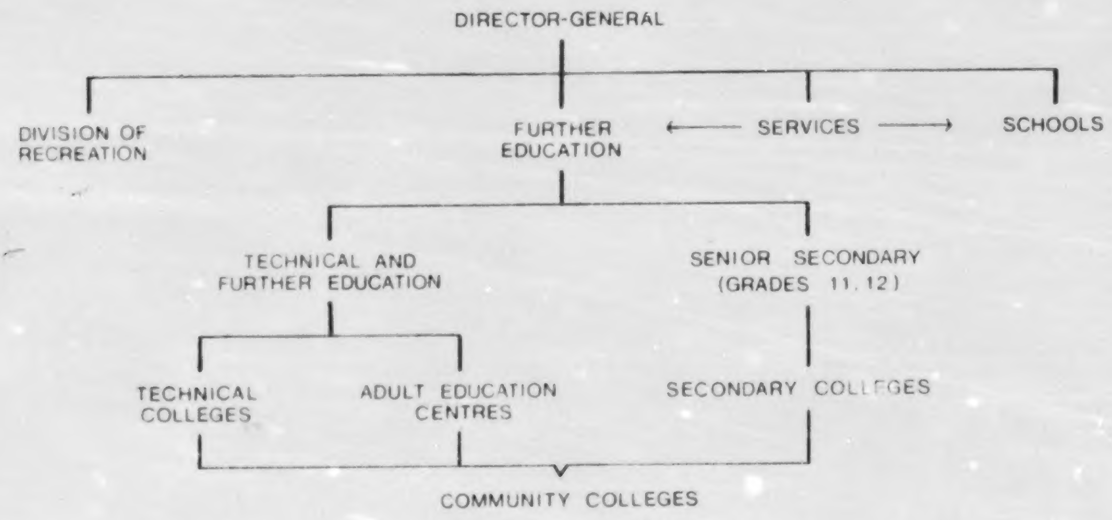
The most immediate and continuing major task as conceived by the ACT Office in execution of its perceived role will be the co-ordination of public relations - a continuing awareness exercise, extolling the potential benefits and encouraging the submission of accessionable material from the various sources - TAFE colleges and otherwise. Within the ACT TAFE system, the identification of efficient officers within each institution is considered to be a crucial step.

1·5 ESTABLISHMENT OF A STATE NETWORK (TAS.) (AGENDA ITEM 5B)

1. THE STRUCTURE OF TAFE IN TASMANIA

In Tasmania, TAFE forms part of the Division of Further Education of the Department of Education. Also included in Further Education are the secondary colleges (years 5 and 6, grades 11-12) which to a greater or lesser degree at campuses around the state, are designated to integrate with technical colleges into community colleges. Already some overlap exists: HSC studies are taught in technical college and vocational, sometimes specifically TAFE, programmes are developing in secondary colleges. Common service branches serve both school and further education sectors, often with a person nominally responsible for TAFE activities. Diagramatically, the main features of the system relevant to the state clearinghouse system can be summarized thus:

EDUCATION DEPARTMENT


DIRECTOR-GENERAL
DIVISION OF RECREATION
FURTHER EDUCATION
SERVICES
SCHOOLS
TECHNICAL AND FURTHER EDUCATION
SENIOR SECONDARY (GRADES 11, 12)
TECHNICAL COLLEGES
ADULT EDUCATION CENTRES
SECONDARY COLLEGES
COMMUNITY COLLEGES

The implications of this structure for the operation of the State clearinghouse are twofold. Firstly there is the question of identification of "TAFE" projects for inclusion in the clearinghouse.

Criteria based on sources of funding, or a purely vocational or technical nature would be too limiting, and activities in secondary or emerging community colleges related to a recurrent education philosophy could be excluded. Secondly, there is the problem of communication within the Department with groups such as the Division of Recreation, and the various service areas concerned with TAFE activities.

2. RESEARCH AND INNOVATION IN THE TAFE SECTOR

It is only in recent years that teachers have felt able to undertake new initiatives at college level. In many cases, limited student numbers and limited resources allow only adaptions of curriculum review from other states. Nevertheless, more teachers are willing to undertake new approaches themselves and the activities in other states which the clearinghouse will allow access to, will be invaluable for a state with small resources. Research and new initiatives have been undertaken in the Research Branch (both independently and jointly with college staff), Curriculum Branch, Teacher Education, Library Services, student services etc. New administrative structures at both macro and micro level are initiatives of widespread interest.

It is anticipated that new initiatives will grow from current levels.

3. NEW INITIATIVES OUTSIDE THE TAFE SECTOR

The National Clearinghouse Officer indicated at state visit (July 20th) that it was possible that non-TAFE information could be included in the clearinghouse. This opens avenues to at least as many institutions and officers as in the intra-TAFE activity.

(a) Education Department

The clearinghouse might include information about secondary college developments in bridging, prevocational, community and recurrent education programmes; high school innovative vocational programmes for 'early leavers', link courses; work experience and some Division of Recreation programmes.

(b) Outside Education Department

The clearinghouse might include information relating to CAE, University, Police Academy, nurse training institutes, Institute of Management, Trade Union training, National Training Council etc.

If these sources were adopted, new communication networks would need to be established and clear guidelines for accessions set out.

4. ROLE OF STATE CLEARINGHOUSE OFFICER

(a) liaison, publicity etc., with TAFE colleges and service branches, using existing communication networks.

(b) distribution of accession forms via college reps. at 3 monthly (1 per term) intervals. Collection, collation and some editing of projects submitted.

(c) submission of processed accession forms to national clearinghouse officer and other contacts with national officer as required.

(d) arranging for reproduction (microfiche?) of materials produced in Tasmania.

(e) liaison and accessioning process (a-d) for non-TAFE bodies involved in vocational education, if included in clearinghouse processes.

(f) distribution of all materials produced in this state as requested by other states and processing local requests for information.

(g) distribution of clearinghouse booklets.

Tasks to be undertaken cover both professional and clerical level.

(i) General oversight of the project. This requires a person to accept responsibility for the quality of information generated in this state, of status and acceptability with principals, senior officers, and outside bodies, and having thorough knowledge of the project, able to supervise and work closely with a clerical person.

(ii) "Clerical" work associated with liaison, collection and dissemination of clearinghouse materials.

PROBLEMS IN ESTABLISHMENT OF CLEARINGHOUSE OFFICERS

Tasmania has only a small staff complement at Further Education head office and service branch level. Although foreshadowed early in 1979, the full impact of the state workload in this project is only now apparent. This additional workload could not be planned for, and in the lapse of time since first contact was made, there has been both increase in workload in Research Branch TAFE activities, and change in staffing structure. Initially it was considered that there was a low level of TAFE college generated activity in innovations hence accessioning process outlined in the original statement of process (3.1.79) could reasonably be accommodated. However with the extra burdens of responsibility for reproduction of state originated reports and materials, dissemination of information as requested from other states, and the possible broadening outside TAFE sector, this workload is beyond existing staff resources.

The Division of Further Education in Tasmania is currently considering several options in provision of staff to undertake this work and the most appropriate location for this exercise. It is envisaged that it will be necessary to allow for approximately 1 day per week of a clerical/contact person working under the general supervision of an appropriate professsional officer with capacity within his/her workload.

5. PUBLICITY AND PROMOTION

The publicity officer for TAFE is being kept informed of the project and will make periodic public notification via the local "FE news". A more concentrated publicity drive will be mounted following the production of a comprehensive statement from the National Clearinghouse.

Personal contact and enthusiasm by the appointed state officers directly with college and other staff are vital to the success of the project. It is suggested that a contact person at each college should be responsible for distributing and collecting accession forms and supporting the project. Until the whole process and the activities of the clearinghouse are more clearly described and understood, senior staff in Tasmania are uncertain as to whether this role is more clearly attached to administrators (vice-principal level), librarians, service units or others.

6. RELATIONSHIP WITH OTHER NATIONAL INITIATIVES

It is considered vital that the development of the National TAFE Clearinghouse forms an information service which is compatible with existing networks such as those emanating from the National library. The whole proposal of the TAFE Clearinghouse also needs to be considered vis a vis the possible future development of a National TAFE centre.

In planning the nature and process of the National Clearinghouse, account should be taken of present library networks, the role and capacity of state TAFE offices in operating the clearinghouse effectively, and the posssibility of national developments in the relatively near future.

Trevor Leo

T.J. Leo,
DIRECTOR OF FURTHER EDUCATION

Helen Hocking

H. Hocking,
PRINCIPAL RESEARCH OFFICER

DOCUMENT GENERATION

Generally, the Head Office sections (eg Curriculum Research and Development, Staff Development and Planning) are responsible for the planning, conduct and evaluation, including documentation of projects undertaken within these sections.

(For details of their activities and the Technical Extension Service, see notes attached).

There are a limited number of reports that are considered Divisional in that they may have been developed out of investigations and through special assignments given to either individuals or groups. These are usually treated as confidential until cleared by, say, the Minister for Education.

Technical Colleges also undertake investigations and research in a number of areas related to the areas taught within that College.

DOCUMENT CO-ORDINATION EXISTING

There is no separate research unit as such within the Division and none of these initiatives, reports or proposals, with the exception of the formal course documentation (outlined in the notes in the Curriculum Research and Development section) are at present centralised, nor are they part of any network set up to gain mutual benefit from these actions.

Currently there is a library resource sub-section with responsibilities for retrieving articles and documents upon request. This section maintains a limited number of library reference materials to support the requirements of the Directors and Superintendents.

A new policy is being established to extend the function of this section to incorporate the demands of the separate Head Office sections. One of the features of the proposed policy is to include an extensive information retrieval system that will ensure Head Office staff have immediate access to current information within the parameters of their function.

CLEARINGHOUSE

The majority of the contributions to the National Clearinghouse are likely to emanate from the Head Office sections as they have the main responsibility to undertake investigations, surveys and research in general.

NOTES ON HEAD OFFICE SECTIONS:-

1. Curriculum Research and Development Section

This section is responsible for undertaking surveys and research into industry and the community generally with a view to establishing and or revising existing T.A.F.E. courses.

As a result of these investigations, the type of documentation emanating from this section is as follows:

1. Research and investigation reports including methodology.

2. The manual of subjects and courses (M.S.C.) which are

    2.1 course outline (courses, certificates and diplomas etc.)
    2.2 subject syllabi in objective format
    2.3 teaching guides
    2.4 synopsis of the subject syllabus (abstract).

3. Various texts (eg Divisional texts).

4. Learning materials (eg slides, magnetic tapes, lesson notes, video-tapes, overhead transparencies etc.).

Generally the manual of subjects and courses in (2) above are fully documented, indexed and distributed to all Technical institutions and their Departments throughout the State (155 distribution points).

For this purpose the cataloguing is alphabetically and numerically indexed and a computer printout issued annually to all sections and all Technical institutions referred to above.

(Note: A committee has now been established to review the M.S.C. format and procedures of distribution and to recommend appropriate alternatives).

All the remaining documentation is produced on an ad hoc basis and distributed accordingly.

It appears that this whole system will need to be rationalised and a suitable system of cataloguing developed.

If any of the states have a system or systems that overcome this problem effectively we would like to hear about it.

Our own feeling on the matter is that it is best based on the E.R.I.C. or some similar library system.

2. Staff Development Section

The Staff Development section is responsible for determining staff development needs in the Technical Education Division; initiating and implementing central programmes; and co-ordinating the functions of college-based staff development. The Section also has a programme evaluation and research function.

(i) Course programmes
(ii) Course/project reports
(iii) Research projects
(iv) In-service course materials.

The Section consolidates its project reports into our annual abstract of reports. Specific research projects are produced from time to time.

3. Planning Section

The Planning section has a general brief for manpower/demographic resource planning.

The main types of documentation produced by this section are:

1. Minor Reports:

These are reports based on investigations which may extend from one to several weeks. They include aspects of T.A.F.E. activity related to resources both physical and human, and include analysis of past trends, situation reports, and projections. Where appropriate, policy recommendations are made. Past investigations include (eg):

1. Divisional projections of individual subject area enrolments.
2. Projections of enrolments by subject area, trade and stage for new colleges, plus translation into resource needs.
3. Complete analysis of the case for proposed colleges in the light of competing claims.
4. Analysis of resource utilisation of individual colleges, and of all metropolitan colleges.
5. Capital and recurrent cost analysis by subject area.
6. Implications for T.A.F.E. of internal policy decisions and various external factors, including extending the college year and the impact on T.A.F.E. of technological change.
7. Implications for T.A.F.E. of labour force projections.

2. Major Reports:

These are major resource reports. To date two of these major resource reports have been completed. These are:

1. An estimate of Technical Education metropolitan building requirements 1977 - 1993.
2. An estimate of Technical Education non-metropolitan building requirements 1977 - 1993.

A third report in greater detail, specifying future metropolitan resource requirements by college and subject area will be completed in 1979.

4. The Technical Extension Service (External Studies)

This college produces two publications which would be a further source of information for the National T.A.F.E. Clearinghouse. As delegates are no doubt aware, consideration is also being given to a National Catalogue of External Studies courses.

(1) A Publication - Technical Publication Trust Catalogue (Printed annually). This provides a full list of the text books and publications produced specifically for TAFE courses in WA both for internal and external students (some 240 texts).

(2) A Publication - Courses Available by Correspondence (December to November) which is updated by handouts quarterly and reprinted annually (some 404 courses are currently listed).

1·7 THE SOUTH AUSTRALIAN TAFE CLEARINGHOUSE SYSTEM (S.A.) (AGENDA ITEM 5D)

The South Australian TAFE Clearinghouse first commenced operations in December 1974. One hundred and seventy nine projects were listed in the first publication. An additional 255 projects have since been released in two further booklets. Cver 70 projects have already been accumulated for volume 4 of the series.

The aim of the South Australian Clearinghouse is to "encourage and promote initiatives in research, investigation and innovation within the Department of Further Education". Other functions have been added progressively to the system with each stage being carefully planned and developed prior to implementation.

In other words, the Clearinghouse is much more than a research document service. Innovation, investigation, planning and review documents are also included. In addition, multiple copies of certain reports are type-set and printed by the Clearinghouse for distribution to TAFE colleges particularly. A programme of visits by the Clearinghouse Officer to colleges is another feature of the system.

1. RELATION TO THE ERIC SYSTEM

The S.A. Research Clearinghouse has been designed to dovetail in with the Educational Resources Information Centre (ERIC) document service called Resources in Education (RIE). This latter service lists a wide range of research, planning and innovation documents, all of which are available in microfiche or hard-copy form. Suitable information may be located by means of a highly developed topic index which can be manipulated by computer. The RIE service also stores abstracts of documents on computer disc. These may be obtained manually from the monthly and annually printed indexes. Journal articles are catered for by the ERIC Current Index to Journals in Education (CIJE). South Australia is perfectly satisfied with CIJE and other indexes as a means of locating journal articles. The problem then was to provide a service for locally produced documents of the nature of those dealt with by the RIE service which generally does not deal with Australian material.

Thus the South Australian Clearinghouse operates in principle in exactly the same way as the Resources in Education (RIE) service offered by ERIC. There are, however, obvious practical differences:

(1) The list of topics used by the S.A. Research Clearinghouse is much smaller. (Permission was obtained to use selected ERIC topics and thus to merge the two systems.)

(2) Retrieval of information is manually controlled, but can be automated if required.

(3) Communication by telephone and personal contact between enquirer, Clearinghouse Officer and author is a feature of the local system. In contrast, most of the ERIC system enquiries are submitted in writing direct to ERIC. This option is also available to S.A. Clearinghouse users.

In summary, it can be said that the S.A. Research Clearinghouse is compatible with the ERIC document service system with the major difference being one of scale. In terms of the range of services provided, the S.A.

Clearinghouse is larger but in regard to volume of traffic it is much smaller.

2. MAJOR SERVICES PROVIDED BY THE S.A. RESEARCH CLEARINGHOUSE

The S.A. Research Clearinghouse offers three major services:

(1) Accessioning of research, investigation and innovation projects

The volume 3 issue of Initiatives in Further Education in South Australia lists 121 projects. Within this group, nearly 30 projects can be identified as having a major research component (e.g. Finnegan, D.M. Outreach: Awareness of Further Education and Access to it, Clearinghouse Accession Number Vol. 3, No. 91). The remainder are essentially developmental (e.g. Broderick, J.S. Curriculum Research and Planning: Middle Level Course in Health Surveying, Clearinghouse Accession Number Vol. 3, No. 36).

All data base elements were planned, developed and tested to suit the South Australian further education market. Planning took place in the context of the following objectives which in turn were designed to meet the needs of Department of Further Education staff and institutions:

(a) OBJECTIVE 1 - to encourage research and innovation so that it can be carried out in a systematic and critical manner.

Example - planning study for Gilles Plains Community College led to a research methodology being developed (Accession No. 3.6).

(b) OBJECTIVE 2 - to promote both educational and technological investigations.

Examples - a literature survey of organizations in the field of external studies (Accession No. 3.8 7); examination of battery electric powered vehicles (Accession No. 3.76).

(c) OBJECTIVE 3 - to encourage the widespread dissemination of research and development projects.

Example - much of the demand for additional copies of reports can be attributed to the Clearinghouse.

(d) OBJECTIVE 4 - to encourage or catalyse others to become involved.

Example - expansion of college based media production as a result of visits to Adelaide College of Further Education, School of Hairdressing media production unit (Accession Nos. 1.131 and 2.100).

(e) OBJECTIVE 5 - to avoid unnecessary duplication of expensive human and material resources.

Example - integration of research dealing with numerical controlled machining (Accession Nos. 1.60, 1.90, 1.91, 2.72, 2.83, 2.86, 3.65, 3.67 plus follow-up in the wood-machining area).

(f) OBJECTIVE 6 - to provide avenues for publication and dissemination of suitable materials (see item (2) "Production and distribution of reports").

These objectives overlap with the objectives for the other Clearinghouse services listed below.

(2) Production and distribution of reports

Certain manuscripts are printed and distributed by the Clearinghouse. For example, a series of papers presented at a recent adult literacy conference was type-set and printed by the Clearinghouse. (Barnes, V.C.D. ed. Experience in Adult Literacy, Accession No. 4:18). Over 200 copies were distributed. Additional requests are now being met in microfiche form.

Advantages of this system are that presentation is of a uniformly high standard in that cover design, title page, bibliographic page, and general text are planned prior to the submission of the manuscript for type-setting. Issues of author responsibility can also be clarified.

The insertion of National Library of Australia Cataloguing in Publication Data including ISBN and book call number, is of significance. Requests are often submitted to the Clearinghouse on the basis of such information. Furthermore, library cataloguing costs are substantially reduced.

(3) Liaison with college staff

Contact with the Clearinghouse is made by writing, telephoning or visiting the Clearinghouse Officer. Apart from supplying the enquirer with copies of documents, much of the time is often spent in advising the person on editing matters as well as techniques for searching for information. Regular communication occurs with officers of the Departmental Staff Library in an endeavour to track down specific material. The service is much appreciated, as indicated by the high volume of inquiries (an average of 10 per day for the time that the officer is on duty). Furthermore, the Clearinghouse Officer is on occasions asked to speak to groups about the work of the Clearinghouse.

3. PUBLICITY

Publicity occurs, or will occur, in the following forms:

- circulars, bulletins and Education Gazette notices to Colleges and non-TAFE institutions inviting persons to submit projects to the Clearinghouse and to use its other services.
- visits to Colleges particularly to talk with Principals, Heads of Schools, the College librarian and other staff.
- It is planned to set up a network of college contact persons using mainly the college lecturers (resources). Their major task will be to distribute and collect accession forms but publicity will also be an important responsibility.
- visits to non-TAFE institutions to speak to individuals and groups, e.g. Educational Investigation students at Adelaide College of the Arts and Education.
- publicity via the D.F.E. Publicity Officer in Further Education News.
- publicity via college newsletters.

1.8 PROPOSED OPERATION OF THE NEW SOUTH WALES STATE CLEARINGHOUSE (N.S.W.) (AGENDA ITEM 5E)

INTRODUCTION

In order to understand the proposed operation of the NSW State Clearinghouse, it is necessary to look at it within the context of the organisation of the Department and the functions of Head Office Library (designated as the State Clearinghouse).

ORGANISATION OF THE NSW DEPARTMENT OF TAFE

The Department of Technical Education was established as a separate Department by Act of Parliament in 1949 and became the Department of Technical and Further Education under the Technical and Further Education Act of 1974. The Director of the Department is directly responsible to the Minister of Education.

In terms of student numbers, the number and geographic spread of its institutions and the range and diversity of its courses, the NSW Department of TAFE is the largest post-secondary organisation in NSW.

In 1978 the Department had an enrolment of 243,839 students. It offers over 800 courses through 79 colleges (22 metropolitan and 57 country colleges) and over 140 associated centres in NSW. There are 24 teaching schools within the Department which illustrate its multi-discipline nature.

An organisation chart is attached. In Head Office there are 70 education officers employed in the Educational Services sections. These are:

(i) Curriculum Research - comprising 4 separate units. Two of these deal with Curriculum investigation and development, one with Educational Methods and one with Assessment.

(ii) Educational Planning Branch. Functions include compilation of enrolment related statistics, maintenance of a statistics data base and investigation of proposals relating to the provision of facilities for TAFE throughout the State.

(iii) Information Services Division which provides a communications and public relations service for the media, staff, students and the public.

(iv) Staff Development Division which is responsible for all staff development activities in the Department except the basic professional preparation of new teachers.

(v) Educational Resources which includes four sections, Resource Development, Audio-visual Advisory Services, Technical Services and External Course Development.

(vi) Student Counselling has two research officers who are involved in investigation of student related problems. Individual student counsellors at Colleges also undertake research.

In addition to the information and materials produced by the above there are Research and Development Projects usually undertaken by teachers working with an education officer. At the end of 1978 there were 50 projects in progress.

HEAD OFFICE LIBRARY

Head Office Library has been nominated as the State Clearinghouse of the NSW Department of TAFE. Head Office Library is a special library providing current awareness and reference services to Senior Officers and Research Staff located in Head Office. The Library was seen to be the appropriate unit to undertake the duties of State Clearinghouse because of its research functions and also as it was already involved in setting up an Index of research on TAFE undertaken in NSW. Many of the procedures needed to be established in order to function as a State Clearinghouse, had already been identified by the Sub-Committee set up to discuss the establishment of the Research Index and many of these have already been implemented.

ESTABLISHMENT OF THE NSW CENTRAL INFORMATION INDEX

A Sub-Committee consisting of the Head Office Librarian and Education Officers from Curriculum, Educational Methods, Assessment, Educational Planning, Student Counselling and Educational Methods was set up in November 1978. The recommendations made by the Committee are relevant to the operation of the State Clearinghouse as the Sub-Committee was aware that there was a proposal for a National TAFE Clearinghouse when making its recommendations. The following are the main proposals from the report.

(a) Content

(i) Several areas were identified as being sources of information on TAFE in N.S.W. As they include information other than research reports, it was recommended that the name of the index be the Central Information Index.

(ii) Areas identified were:

- (a) Reports and papers from Educational Services Branches.
- (b) Resources produced by or for TAFE.
- (c) Registered R & D projects.
- (d) Information and resources produced by Schools and Colleges.
- (e) Information on, by, or about TAFE in N.S.W. (e.g. papers, conference proceedings, reports on TAFE by people outside TAFE etc.).
- (f) Reports and research from TAFE Teacher Training.
- (g) Research and background material from TAFE Teachers' Association.
- (h) Information on N.S.W. TAFE from tertiary institutions.

(iii) Acquisition of Information

The following are recommendations for collecting the information listed in (ii) (a).

(a) That a contact person be nominated in each Educational Services Branch to be responsible for ensuring that copies of all relevant material are given to Head Office Library as well as copies of reports of work in progress.

(b) That a notice be placed in TAFE Newsletter informing officers of the proposed establishment of the Central Information Index and requesting Principals, Heads of Schools and teachers to notify Head Office Library of projects being undertaken in Schools and Colleges. This notice to be repeated every six months.

(c) That this Department formally approach TAFE Teacher Training, the TAFE Teachers' Association and Tertiary Institutions to request that appropriate material be made available for inclusion in the Index.

(d) That resources produced by the Department be listed in the Index and the location and availability of the resource be given on the card.

(e) That a system be instituted to ensure a summary statement of the purpose and nature of the resource is written for all R & D projects and other projects in conjunction with Educational Methods Unit and Educational Resources Division; the Summary Statement would be included in the Index with the Departmental file number in case more information of the project is required.

(iv) Proposed structure

The following structure is based on the organisation of the ERIC indexes and on the South Australian Department of Further Education Initiatives in Further Education, with some variations made to meet the needs of this Department.

It is proposed that a master card index should be set up in Head Office Library. This should consist of three parts, to provide maximum access to information.

(a) Accessions File

Each research report to be given a unique number when received by the Library. A combination of the year and identifying number (e.g. 79/1) would have the advantage of giving chronological access. All the necessary data would be included in this file and not necessarily repeated in the other two indexes. This main entry should contain the following information: accession number, personal author, corporate author, abstract, subject headings, date, ISBN, Departmental file number and location (if not held in Library).

(b) Author/Corporate Author file

This would contain entries under both personal author or authors, Research Section, College etc., - arrange alphabetically. Each card would have only author, title and accession number.

(c) Subject Index

This would be designed to access reports through some or all of the following:

(a) A modified list of ERIC descriptors;
(b) Teaching school or subject;
(c) Course type or TAFE stream;
(d) Attendance pattern.

Each entry should contain subject heading, accession number, author and title.

It is recommended that a record be kept of projects in progress. New projects and those in progress should also be published in TAFE Newsletter so that officers are aware of current work and the name of the appropriate officer to contact.

(v) Procedures

The following recommendations are designed so that all relevant information necessary for processing reports is available and compatible.

(a) That a Process Sheet (or National TAFE Clearinghouse Accessions form) be distributed to Educational Services Branches. This should be completed by the Officer responsible for the report and to accompany the report when forwarded to the Library.

(b) That a Thesaurus of descriptors be developed, printed and distributed to Educational Services Branches. This would contain appropriate ERIC descriptors as well as other descriptors relevant to TAFE in N.S.W. (e.g. names of schools, attendance patterns etc.).

(c) That new acquisitions to the Index be listed in Head Office Library Accessions list and cumulated annually. A printed list (similar to Initiatives in Further Education) should also be prepared.

(vi) Implementation

Head Office Library has only a staff establishment of two professional officers and it is becoming increasingly difficult to cope with the growing demand for library services. Therefore, it is recommended that a librarian be appointed on temporary assistance for a minimum period of six months to set up the Central Information Index and to prepare the N.S.W. TAFE Thesaurus. This period should be extended if the amount of information to be organized proves much greater than presently indicated.

PROCEDURES IMPLEMENTED

(i) Procedures have been established for ensuring that Head Office Library receives copies of all reports produced by the Educational Services Branches, as well as progress reports for current projects.

(ii) A notice has appeared in TAFE Newsletter informing teachers of the Central Information Index and requesting that the Library be informed of projects being undertaken in schools and colleges.

(iii) Educational Resources is implementing a procedure so that all TAFE libraries are informed of audio-visual materials to be produced at the time the final report is completed but before production commences.

(iv) New procedures are being introduced for R & D projects to ensure that the Library is notified when a new project is approved and that summary statements are prepared. Follow up procedures are also being instituted to ensure that a final report is prepared.

(v) A librarian has been appointed to the Library from 1/7/79 for a period of six months to establish the Central Information Index. So far main entry, author and title cards have been prepared for all reports held by the Library. Currently investigations are being made to locate reports not held by the library.

PROCEDURES STILL TO BE IMPLEMENTED

As it was felt that the NSW Index should be as compatible as possible with the National Clearinghouse, some procedures have been left until after the Clearinghouse Conference. These are:

(a) The subject index to the Central Information Index. Although areas of access have been defined, work will not commence on the Subject Index until decisions as to descriptors to be used have been made at the National Conference.

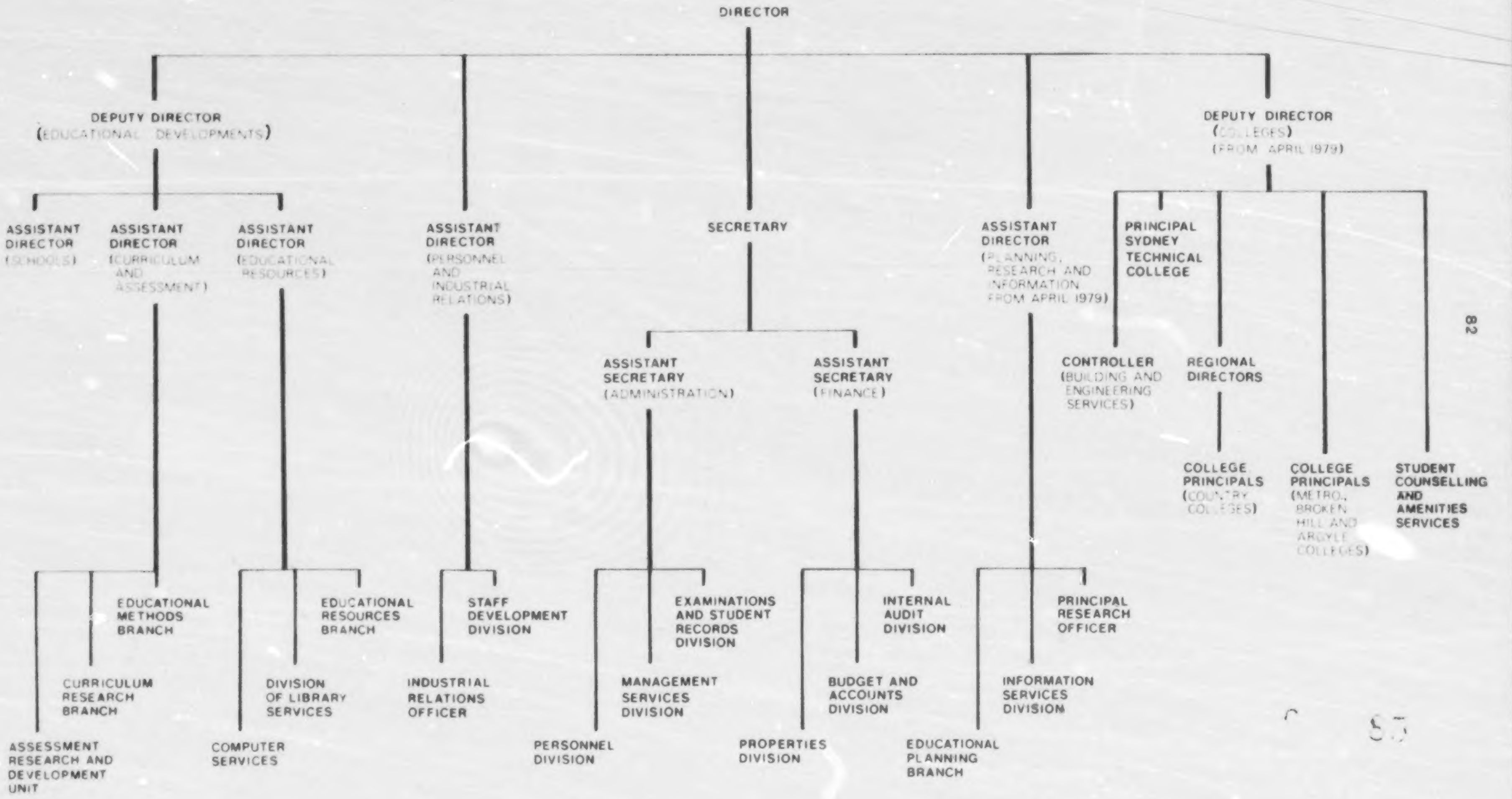
(b) Contact with NSW Institutions outside the NSW Department of TAFE. It has been decided not to approach these institutions until it was known if they should be approached on a state or national level.

(c) Procedures for distribution of reports will have to be determined after the Conference has decided whether distribution of NTC documents will be at a state or national level.

G Goozee

G. GOOZEE
Head Office Librarian

NEW SOUTH WALES DEPARTMENT OF TECHNICAL AND FURTHER EDUCATION — ORGANIZATION CHART, January 1979


DIRECTOR
DEPUTY DIRECTOR (EDUCATIONAL DEVELOPMENTS)
DEPUTY DIRECTOR (COLLEGES) (FROM APRIL 1979)
ASSISTANT DIRECTOR (SCHOOLS)
ASSISTANT DIRECTOR (CURRICULUM AND ASSESSMENT)
ASSISTANT DIRECTOR (EDUCATIONAL RESOURCES)
ASSISTANT DIRECTOR (PERSONNEL AND INDUSTRIAL RELATIONS)
SECRETARY
ASSISTANT DIRECTOR (PLANNING, RESEARCH AND INFORMATION FROM APRIL 1979)
PRINCIPAL SYDNEY TECHNICAL COLLEGE
ASSISTANT SECRETARY (ADMINISTRATION)
ASSISTANT SECRETARY (FINANCE)
CONTROLLER (BUILDING AND ENGINEERING SERVICES)
REGIONAL DIRECTORS
COLLEGE PRINCIPALS (COUNTRY COLLEGES)
COLLEGE PRINCIPALS (METRO., BROKEN HILL AND ARGYLE COLLEGES)
STUDENT COUNSELLING AND AMENITIES SERVICES
EDUCATIONAL METHODS BRANCH
CURRICULUM RESEARCH BRANCH
ASSESSMENT RESEARCH AND DEVELOPMENT UNIT
EDUCATIONAL RESOURCES BRANCH
DIVISION OF LIBRARY SERVICES
COMPUTER SERVICES
STAFF DEVELOPMENT DIVISION
INDUSTRIAL RELATIONS OFFICER
EXAMINATIONS AND STUDENT RECORDS DIVISION
MANAGEMENT SERVICES DIVISION
PERSONNEL DIVISION
INTERNAL AUDIT DIVISION
BUDGET AND ACCOUNTS DIVISION
PROPERTIES DIVISION
PRINCIPAL RESEARCH OFFICER
INFORMATION SERVICES DIVISION
EDUCATIONAL PLANNING BRANCH

NEW SOUTH WALES
D.F.E. ORGANIZATION CHART

1·9 SOURCES OF INFORMATION FOR THE TAFE INFORMATION (RESEARCH) CLEARINGHOUSE (VIC) (AGENDA ITEM 5F)

In a paper prepared by TAFE Services in March, 1979 the following statements were made relating to the collection of information for a similar project, for Victoria, to the National Clearinghouse concept.

1. COLLECTION OF MATERIAL

After investigation of relevant reports and other material and discussions with people both within and external to the TAFE system it is proposed that:

The system in Victoria be implemented in three stages, so that information could be collected from:

(1) Educational and Allied Organizations

e.g.
- (i) Colleges and schools
- (ii) Central administration, e.g. TAFE Services
- (iii) Regional Councils of Technical Education
- (iv) State Colleges of Victoria, e.g. Hawthorn, Rusden
- (v) Council of Adult Education
- (vi) Special education programs, e.g. Access Programs
- (vii) Industrial Training Commission.

(2) Government and Semi Government Instrumentalities

e.g.
- (i) Department of Employment and Youth Affairs
- (ii) Department of Agriculture
- (iii) State Electricity Commission
- (iv) Postal Commission.

(3) Industry

e.g.
- (i) Master Builders Association
- (ii) Housing Industries Association
- (iii) Australian Council of Trade Unions
- (iv) Manpower development officers.

2. Requests be sent to relevant institutions and organizations for information twice yearly, possibly at the end of March and September using a combination of personal contact and questionnaire. The questionnaire being similar to the one designed by South Australia for the National TAFE Clearinghouse.

3. Extracts from existing sources could be used in compiling any publication emanating from the collection of information. In this way multiple requests to institutions or organizations for similar material could be reduced.

(1) Research and Innovation bulletin
(2) E.R.D.C. publications
(3) Australian Education Index
(4) University, College of Advanced Education, etc. research compendiums.

4. Contributions and extracts must have a currency for and a relevance to TAFE.

To encourage contributions to the system:

(i) Initially no time limit to be set on age of material being sought.

(ii) That all contributions be included in the early publications arising from collected material.

5. Information in the form of extracts could be brought to the attention of the National Clearinghouse Officer and entries for that material included in the system. Alternatively, a State Clearinghouse Officer might undertake to provide entries to the system from a set of magazines, journals etc. that a State system currently purchases.

6. Similarly for point three mentioned previously, the collection of material from existing sources could be achieved by bringing it to the attention of the National Clearinghouse, secondly, individual States may assume responsibility for certain sources or, publication emanating from particular States could become that State's responsibility and those with a national perspective become the responsibility of the National Clearinghouse.

7. It is clear that the stages proposed in Victoria may be representative of an ideal and expensive operational system, however if full benefit to the TAFE system is to be obtained from available information then this material must be obtained as soon as it is possible to do so.

8. Reasons for gathering information from such sources would be similar to that which we had outlined for Victoria, i.e.

(i) The research section would be in an excellent position to suggest areas of research that individuals and organizations might be involved in to supplement and complement that which is already in progress and to open up areas of potential research for the research section.

(ii) That working relationships could be developed with established institutions such as TAFE Colleges or organizations, Universities, Colleges of Advanced Education, etc. Relevant research projects could be proposed and discussed with a view to having research undertaken by individuals or by a group in these organizations or as directions for research that students at these organizations may consider.

(iii) The collection and dissemination of this information could help to avoid unnecessary duplication of research activities.

TYPE OF MATERIAL TO BE COLLECTED

1. To facilitate the collection of information, the first major task to be completed is that of defining exactly what type of information is required. The term "research" has a variety of meanings to different groups of people and as such the use of that word may inhibit potential contributors to the system.

2. Initially then it is proposed that a word other than "research" be used when requesting information for inclusion in the system and that examples given in any publicity relating to the introduction of the system be

designed to cover the range of material that we expect to collect.

3. The term "initiatives" is general enough to cover all of the material we would want to collect and lends itself to the addition of other sources at a later stage without having to change the name.

For the project, as we understand it, the term "initiatives" would include material relating to curriculum development programs or group evaluation and research.

4. Sources will include TAFE Colleges, TAFE Administration, journals, conference papers, etc. which encompass the total TAFE scene.

(i) Formal Research as conducted in organizations such as TAFE, Education Departments, Universities, Colleges of Advanced Education etc.

(ii) Studies

(iii) Investigations

(iv) Results of surveys

(v) Projects

(vi) Evaluations

(vii) Occupational Analyses

(viii) Papers

(ix) Policy statement

(x) Student Profiles

(xi) Curriculum documents.

Other material that may be considered for inclusion is that coming from -

(i) Magazines

(ii) Journals

(iii) Conference papers

(iv) Books

(v) Research compendiums

(vi) Existing research publications.

In addition it may also be of value to list additional sources that information could be obtained from, i.e. ERIC, National Union Catalogue, AUSINET.

It is evident that the term research may not uncover much of the valuable material that exists and may exist in the future in areas relevant to TAFE. It is proposed then that the term "initiatives" be used rather than "research" in any requests for material.

FINANCE RELATING TO PROJECT

There are a number of costs associated with the project that we feel should be mentioned and brought to the attention of the funding authority. The following comments were compiled visualizing a manual system. There would be substantial additional costs incurred in terms of establishment and recurrent costs if the system were computerised.

1. Personnel

The most apparent cost is that associated with provision of an appropriate person to fulfil the requirements associated with collecting the accession forms. These requirements would include distribution and collection of accession forms, editing of forms, contacting individuals/institutions, in the case of incomplete forms, recording entries in a ledger held by the State etc. It is estimated that these requirements would involve one person in TAFE for 1½ to 2½ days/week. A supervisory function would also be required to ensure smooth operation, particularly in the initial stages of the project.

2. Furniture

Costs associated with furniture for the above person would cover desk, chair and other items, such as ledgers, files etc., are estimated at about $200.

3. Printing costs

The number of copies of the publication for distribution to individual states is considered far fewer than that required. The success of the venture is considered to hinge amongst other things on exposure to this final publication. At a minimum the requirement for Victoria within the educational sphere would be approximately 700 copies. Avenues for facilitating the reproduction of the additional copies would need to be explored and some additional finance allocated to cover the extra number.

If it is proposed to distribute the publication to Government and Semi-Government instrumentalities and certain sections of industry in general, then 700 copies asked for above would need revision.

4. Availability of material

A further part would be to whom is this material to be made available and are there upper limits to be set for the number of copies of material to be distributed free of charge.

Obviously there are instances that could arise in which a particular piece of work has great demand. If the proposal is that this material be distributed free of charge then an unnecessary financial burden could ensue for the State concerned.

One possibility might be that each State determines the number of free of charge copies that can be distributed, based on a total cost, i.e. a 300 page report may only have 1/3 the number of free of charge copies produced as a 120 page report etc., and for any additional copies, some charge be made to the requester.

5. Publication of Operational Instructions for the System

It would seem desirable to produce a set of instructions somewhere during the project relating to the responsibilities of both the State and the National centres and the way in which material is to be processed etc.

It may be that if this function is seen to be desirable, then another meeting of State representatives early in the project would be desirable.

PROMOTION

1. The success of the project is, in addition to the nature of the material collected, in our view dependent in the initial stages on the promotion of the project within the state. We have involved ourselves in initial contact with some colleges relating to the project for Victoria and it was found to be a profitable though time consuming exercise. (The level of this contact was at a senior level. Hidden costs in terms of salary and travelling for senior people would be substantial if personal contact of this nature was pursued. This should be seen as a staff development program.)

2. If, as part of the rationale for implementing the National TAFE Clearinghouse we hope for improved information exchange, promotion of the project is of major importance. Though the following strategy has been devised to promote the Victorian Clearinghouse, it is felt that it has relevance to the National Clearinghouse.

(i) Principals and Vice Principals should be approached to gain their views and their professional organizations approached to include publicity material in their journals etc.

(ii) Representatives from each college invited to a meeting where the aims and operation of the project would be explained and their opinions sought as to the usefulness of the Clearinghouse as a service to teachers.

(iii) A single sheet suitable for noticeboard display, describing the type of information required; benefits of the project etc. to be produced and distributed to colleges and other organizations involved.

(iv) In the initial stage, personnel would be available to visit colleges to promote concept and gain feedback from teachers as users of the system regarding their needs. A personal contact would assist in explaining the objectives of the project and hopefully foster a greater commitment on the part of the schools.

(v) Distribute accession forms with a letter emphasising the benefits of the project. Follow-up visits would be made.

(vi) An information booklet, video and poster similar to Project 7 could be developed.

EVALUATION

1. The proposal is that a group be formed to develop a set of objectives for and a methodology of evaluation of the system once the operation of the system has been defined.

2. Significant areas which should be evaluated include input of material and requests made for material. This could be done each year by a group consisting of users from the college level and the TAFE administration.

1·10 NATIONAL TAFE CLEARINGHOUSE, QUEENSLAND (QLD) (AGENDA ITEM 5G)

The significance of TAFE to the Workforce, to industry and commerce, and to the community at large in Australia has been recognized by successive Federal Governments. It is important that every effort be made to effect continuing improvements in the quality of education offered through TAFE, and to ensure that the ways in which TAFE meets the needs of society, both in terms of education and also of personal development, are kept under constant review.

In order to achieve these ends there must be continuing research into the requirements of all sectors of the community for new courses, as well as regular reviews and assessments of existing courses. However, this alone is not sufficient. With the accountability expected by the community of the public sector, particularly in times of economic restraint, major efforts must be made to ensure that the operations of TAFE are conducted in the most efficient manner possible - and this implies continuous assessment, evaluation and (where necessary) re-development of operational procedures.

If there is not to be costly duplication of time and effort, care must be taken to ensure that investigations undertaken by the various states can be shared readily by all TAFE authorities and institutions.

Queensland concurs completely with the establishment of a National TAFE Clearinghouse as proposed by the Conference of TAFE Directors in November 1978, and fully supports the objectives of the Clearinghouse as set out in the report on State Visitations by the National TAFE Clearinghouse Officer, Mr. Kinnear.

Until now, the operations of TAFE in Queensland have not included the provision of a clearinghouse facility. Whilst a variety of research work continues to be undertaken - in the areas of curriculum development, design, evaluation and assessment, as well as those of TAFE operations such as buildings and accommodation, demographic analyses, internal procedures etc. - no provision has been made for wide circulation of research abstracts. Initial circulation of reports has been usually to all College Principals and to all senior Head Office staff, with the expectation that these officers would bring the information to the attention of their staff.

Queensland TAFE is fully prepared and anxious to be involved in the establishment of the National TAFE Clearinghouse, and looks forward to developing a State Clearinghouse. However, because of limited experience in the provision of abstraction and dissemination facilities, Queensland prefers to await guidelines agreed by the National TAFE Clearinghouse Conference before finalizing the structure and procedures of its own State Clearinghouse.

Queensland fully agrees with the November, 1978 Conference of Directors that the activities of the National TAFE Clearinghouse be "... not limited to research only ...". The majority of research currently conducted within TAFE is undoubtedly directed towards design, development, and critical evaluation of course curricula and associated resources, and towards the performance of students in TAFE courses. These should certainly be included in Clearinghouse activities.

However, other research activities both within and without TAFE, such as manpower and labour force investigations, examination of access difficulties for particular groups, and assessment of the TAFE needs of centres, are obviously very important and also merit the attention of both State and National TAFE Clearinghouses.

In addition to the areas discussed above, which readily qualify for the description "research and development", all TAFE authorities prepare numerous reports concerning policy, internal operations, enquiries, committee proceedings etc., as part of their normal routine. Not infrequently such reports could be administratively as valuable to other TAFE authorities as the more widely recognized curriculum research is of educational value. There are strong arguments for ensuring, at the initial discretion of the State Clearinghouse, that such reports are included in those abstracted. It should also be recognized that not all reports of this nature need be internal to the TAFE authority concerned - for example enquiries into training conducted by State Labour Departments could be very pertinent to the conduct of TAFE. The following examples of reports with significance in Queensland are typical of the point in question:

1. Building and Accommodation Investigations

   e.g. Environmental design for welding areas.

2. Development of major TAFE systems

   e.g. computer Student record system;
   college load management;
   college resources directory.

3. Investigations into the needs of TAFE Districts

   e.g. TAFE in the Ipswich District;
   The Gold Coast College of TAFE.

4. Reports to and from Committees of Enquiry, both internal and external:

   e.g. Queensland TAFE's submission to the Williams Committee of Inquiry into Education and Training;
   Queensland TAFE's submission to the Parliamentary Select Committee on Education in Queensland;
   The reports of the Parliamentary Select Committee on Education in Queensland.

5. Where appropriate, dissertations and theses by TAFE staff, and others, which concern TAFE.

In the course of its operations, the *Building Officers Group - TAFE* prepares a variety of papers and documents, which are circulated to the relevant TAFE design and construction sections in the States. It may well be appropriate for the National TAFE Clearinghouse to accession all reports from the Group, for wider circulation.

A further aspect of TAFE Clearinghouse operations concerns overseas research into TAFE. While it is obviously not possible for the National Clearinghouse to attempt systematically to keep records of all overseas developments, nonetheless such developments are extremely important, and should not be ignored.

In conclusion, the position of the TAFE Division of the Queensland Department of Education is that there is a real need for a network of State TAFE Clearinghouses in order to ensure the maximum efficiency of, and benefit from research that may affect the provision of TAFE in Australia. The term "research" should be understood to include a wide variety of topics and reports, knowledge of which could be beneficial to both educators and administrators in TAFE. The sources of information to be processed by the Clearinghouses should be restricted neither to TAFE authorities in particular, nor to Australia only. Queensland TAFE is prepared to participate fully in the National TAFE Clearinghouse project.

1·11 STATEMENT OF PROCESS GOVERNING THE OPERATION OF THE NATIONAL TAFE CLEARINGHOUSE (S.A.) (AGENDA ITEM 6A 6(a),(b),(c))

I. INTRODUCTION

At the November, 1978, Conference of Directors it was agreed that "South Australia should prepare a statement of process for the establishment and conduct of a national TAFE clearinghouse system not limited to research only, based on the principle of collection of information by each individual State and the collation and distribution of that information on a national basis by South Australia".

The word 'information' is understood to mean that information contained on the National TAFE Clearinghouse Accession Form, except when otherwise specified. This information will be used to service the needs of institutions and individual persons (in the former case particularly State authorities and in the latter instance particularly TAFE lecturers).

II. THE NATIONAL TAFE CLEARINGHOUSE PROCESSES - THE PILOT PHASE

The following statements describe the processes which should be used by a National TAFE Clearinghouse (NTC) to establish and maintain an efficient and effective service:

1. Accession forms and production of Initiatives in Technical and Further Education

    1.1 Supply coding for each State (see attachment 1).

    1.2 Request college codings for each State. Within each State there will be a separate code number for each college (see attachment 2 for a sample). These codings will be in the form to be used in the Draft Data Element Dictionary.

    1.3 Distribute NTC accession forms in bulk to each State.

        1.3.1 States print in the State Clearinghouse addresses in the 'return' box, unless a request is made to South Australia for a special print run.

        1.3.2 States distribute accession forms to all TAFE colleges and non-TAFE institutions within each State.

        1.3.3 States request that authors of each project submit completed accession forms (plus project documents) to the State TAFE Clearinghouse.

    1.4 NTC accession forms checked against Clearinghouse guidelines for completeness and accuracy at State level.

        1.4.1 Decision made by State TAFE Clearinghouse to accept or reject the submitted accession form.

        1.4.2 State TAFE Clearinghouse Officer checks the submitted accession forms for completeness, accuracy, consistency and overall quality agreed to in guidelines.

1.4.3 Verified NTC accession forms forwarded to NTC in monthly (or some multiple of one month up to a maximum of six months) batches.

1.5 NTC to collate the project accession forms for publication and dissemination on a six-monthly basis.

1.5.1 Accession forms checked for consistency between States. Edited using the Australian Style Manual standards. Compatible with Australian Education Index (AEI).

1.5.2 Check that appropriate ERIC descriptors and "Australian Education Index" and TAFE identifiers have been allocated by State Clearinghouse Officers from key words given by authors.

1.5.3 Any inconsistencies checked out with the State concerned before making an alteration to the accession form.

1.5.4 Accession forms accepted as manuscript material and then batch processed using AEI format. (One copy of information derived from accession forms forwarded to each State authority once a month).

1.5.5 Topic and author indexes prepared.

1.5.6 *Initiatives in Technical and Further Education* pasted up, proof read and printed.

1.5.7 Copies of *Initiatives in Technical and Further Education* (ITFE) distributed to each State authority.

1.5.8 State TAFE Clearinghouse distribute copies of ITFE in each State.

1.6 NTC repeat six-month cycle described by 1.3 to 1.5.8 inclusive. (States would answer all requests for copies of documents unless otherwise agreed. Other services, e.g. printing of reports, liaison with staff, would be provided at the discretion of the State concerned).

2. Time schedule for the pilot service

The following time schedule for bringing the service into operation is based on a 1 July starting date:

July, 1979	Make initial contact with State TAFE Clearinghouse.
July, 9-10, 16-20	Visitations to each State Clearinghouse Officer.
August 23-24	Convening of a National TAFE Clearinghouse Conference in Adelaide, S.A.
September	Forward NTC accession forms to States.
End of September	NTC receives first batch of accession forms from States.
End of October	NTC receives second batch of accession forms from States.

November	Commence preparation of Initiatives in Technical and Further Education (ITFE).
December-January	Printing of ITFE
January-February	Distribute ITFE to States.
April, 1980	Commence preparation of Vol. 1., No. 2 of ITFE.
June	Distribute ITFE Vol. 1, No. 2

3. Establishment Cost

The establishment cost to the States is nil. The Technical and Further Education Council has given $2 900 to establish the National Clearinghouse. This grant has been used to conduct the State visitations and convene a National TAFE Clearinghouse Conference.

4. Operating Cost

Professional staff (½ cost of full-time officer)	6 700
Printing* (2 000 copies (72 pages) listing 300 projects twice a year)	6 600
Support Services	700
	$14 000

Cost for each of the seven States is $\$\frac{14\ 000}{7} = \$2\ 000$

*Run on cost of $200 per 500 copies. States can request additional copies; they will be debited at $200 per 500 copies.

The operating costs detailed above limit the number of items to be listed in a booklet to 600 per year. Since each State is sharing these costs, all States will only be permitted to submit 85 items each year within this basic operating cost.

The total of the States' contributions to the operating costs has temporarily imposed a 'quota' on the number of items that can be submitted by each State. This quota does not prohibit any State from submitting items above their quota provided they meet all the costs** incurred by their action. States unable to take up their entitlement will have the surplus distributed to the remaining States on a proportional basis (see 'quota' proportions).

** For 50 more projects per issue, the increase in price would be $350.

Thus the additional cost for each State to submit one additional project is $\frac{\$350}{50} = \$7$ per project.

The time schedule for the basic service is a minimum. The printing cost is larger than it would otherwise be, because it guarantees a January-February production deadline. There will be initial teething problems with computer processing and these should be sorted out by the time of the second printing of ITFE. It is considered that the additional cost is warranted for the first printing of ITFE.

III. LATER PHASES OF DEVELOPMENT

Services can be further developed at nominal cost to participating States. (1, 2 and 3 are group costs; 4 is a cost to individual states).

1. Membership of AEI and hence of AUSINET - Phase 1

1.1 Edited NTC accession forms forwarded to A.C.E.R. for entry at A.C.I. Computer Services into the Australian Education Data Base (which is within the Australian Information Network (AUSINET)).

1.2 Benefits, particularly for institutional users

a. Items would be in an automated data base which could be searched via dial-up link with AUSINET.

b. Items would also be in the hard copy Australian Education Index produced quarterly.

c. If an on-line search were planned, then only one search strategy (using ERIC descriptors and Australian modifications) would have to be planned and only 2 data bases would have to be searched. That is, a search of the ERIC data base and the Australian Education data base would between them provide coverage of the literature.

d. A set of Australian descriptors to be used as a modification of ERIC would already be available. The Clearinghouse would be free to develop further TAFE specific descriptors as needed.

e. If at some possible future date it became necessary/desirable to set up an independent data base, tapes could be obtained from ACI.

1.3 Costs:

a. A.C.E.R. would enter our material into the data base free of charge to us, provided the material is no more than 2 years old. Older material may be entered at a cost of $1 per item.

b. The master copy ready for printing would be produced by ACI at the cost of 30¢ per item

Cost for 600 items = $180.

Note that all 'one-up' entry and update costs would be eliminated, but flexibility to set up a separate data base would be hampered.

N.B. Colleges wishing to subscribe to Australian Education Index can do so at a cost of $50 p.a.

If any major alterations were desired to the format as it appears in Australian Education Index there would be additional programming costs which would vary according to the extent of the alteration. e.g. If a title index were wanted, it may amount to a once only programming charge of $1 000.

2. Membership of AEI and hence of AUSINET - Phase 2 (COM output)

This proposal is a logical development step from phase 1.

1.1 Formatted tapes would be returned to the National Clearinghouse Officer.

1.2 a) Tapes would be taken to Computer Output of Microfiche (COM) Bureau to produce a microfiche version in addition to a hard copy version.

1.3 Costs

Cost of production of microfiche version

- set-up charge of $50
- $2 per master
- 15 cents per duplicate

3. Ultimate Development Phase - Separate membership of AUSINET

A separate NTC data base could be set up within AUSINET. This would mean that users would search the NTC, AEI and ERIC data bases to isolate educational documents relevant to their needs. An outline of this option is given in attachment 3.

4. Services required by particular States

Some States may require the NTC to undertake special services on their behalf. These services would be handled on an individual request basis once suitable arrangements have been negotiated.

Costs: 1. Joining Fee = $250.

2. Use of A.C.I. data base for
data entry = $15 per hour
@ app. 40 hrs. = $600 initial booklet.

3. Update runs = $50 per run + data entry @ $15 per hr.

4. Cost of programming for formatting output.
Minimum = $1 000. (Once only).

5. Cost of output @ 30¢ per item
cost for 600 items = $180.

6. Cost of production of microfiche version - as previously stated.

7. Cost of printing from tape:

$2 137 for 2000 copies (300 items)

1. STATE TAFE CLEARINGHOUSE CODE NUMBERS

STATE, TERRITORY OR COUNTRY	CODE*
New South Wales	01
Victoria	02
Queensland	03
South Australia	04
Western Australia	05
Tasmania	06
Northern Territory	07
Australian Capital Territory	08
New Zealand	09
Papua New Guinea	10

* The code numbers are as listed in element 1.2 of the draft of the Data Element Directory (except for the last two entries which are additions made in alphabetical order of country).

2. COLLEGE CODE NUMBERS FOR SOUTH AUSTRALIA

The following codes are compatible with Data Element Dictionary Coding.

CODE	LISTING OF COLLEGES AND BRANCHES
0000	Department of Further Education, Education Centre,
	Training and Development Centre, refer 7000
	Multi-Media Centre, refer 2800
1000	Adelaide College of Further Education
1001S	School of Music
1002S	School of Business Studies
1003S	School of Hairdressing
1004S	School of Plumbing
1005S	School of Dental Technology
1200	Adelaide Hills Community College
1400	Brighton College of Further Education
1600	Clare College of Further Education
1800	Croydon Park College of Further Education
2000	Elizabeth Community College
2200	Eyre Peninsula Community College
2400	Gawler College of Further Education
	Gilles Plains Community College refer 5600
2600	Kensington Park Community College
	Language & Migrant Education Centre, refer 6600
2800	Multi-Media Centre
3000	Port Adelaide Community College
3200	Marleston College of Further Education
3400	Murray Bridge Community College of Further Education
3600	Naracoorte College of Further Education
3800	Northern College of Further Education

CODE	LIST OF COLLEGES AND BRANCHES
4000	O'Halloran Hill College of Further Education
	Parks Community Education Centre, refer 7200
4200	Panorama Community College of Further Education
	Port Adelaide Community College of Further Education refer 3000
4400	Port Augusta College of Further Education
4600	Port Pirie Community College of Further Education
4800	Regency Park Community College
5000	Riverland Community College
	Open College of Further Education, refer 6800
5200	South Coast College of Further Education
5400	South-East Community College
5600	Gilles Plains Community College
5800	Tea Tree Gully College of Further Education
	The Parks Community Education Centre, refer 7200
6000	Whyalla College of Further Education
6200	Woomera College of Further Education
6400	Yorke Peninsula College of Further Education
6600	Language and Migrant Education Centre
6800	Open College of Further Education
7000	Training and Development Centre
7200	The Parks Community Education Centre
50 000	External to the Department of Further Education

3. TO BUILD A NATIONAL TAFE CLEARINGHOUSE DATA BASE USING AUSINET

Items would be in an automated data base which could be searched via dial-up line to AUSINET.

Description of Method:

1. Submission forms would be forwarded to National Clearinghouse Officer for editing.

2. Edited forms would be entered into data base using ACI terminal at ACI Port Road, Adelaide office.

3. Formatted tapes of items would be returned to National Clearinghouse Officer.

4. a) Tapes would be used by the printer to produce an "Initiatives in Technical and Further Education" booklet.

   b) Tapes would be used by a commercial bureau to produce a microfiche version.

1.12 NATIONAL TAFE CLEARINGHOUSE ESTABLISHING CRITERIA (N.S.W.) (AGENDA ITEM 6B)

INTRODUCTION

With the rapid expansion of TAFE research and development in the 1970's the need to systematize the storage and retrieval of reports has emerged.

An assumption underlying this paper is that the need for storage and retrieval of TAFE research and resources is different from the need for an index of current research and development activity. The differences are highlighted in the following table:-

	STORAGE OF RESEARCH	INDEX OF CURRENT RESEARCH
FOR WHOM	TAFE administrators TAFE curriculum developers, researchers TAFE teachers Academic institutions (especially TAFE teacher trainers)	Chiefly, others engaged in, or considering a research proposal
WHEN REQUIRED	Recent research needs to be added regularly. On line facilities would be ideal but a bi-annual index would be adequate for most	Immediate information - hence a monthly bulletin or an on-line listing
PERMANENCY	Value declines slowly over many years, hence permanent record is desirable	Value declines rapidly and reduces to zero when investigation stops and/or report is produced, hence permanent record is not necessary

On the basis of this comparison it is concluded that the two functions are not necessarily best served by the same provision, and that the viability of either function should not be tied to the other.

IN SUMMARY, THE CRITERIA ARE AS FOLLOWS

i) Costs

(a) Recurrent expenditure should be kept to a minimum, commensurate with the other criteria being satisfied.

(b) Capital expenditure and other establishment costs should be balanced against a realistic assessment of the value of the system in reducing duplication and encouraging interaction among TAFE researchers.

ii) Organisation

(a) The system should be flexible so that each State can establish a method of operation commensurate with its size and internal organisation.

iii) Collection of Documents

(a) All institutions and individuals conducting research and development in TAFE should have an easy way of including reports and other materials.

(b) Materials submitted for inclusion should be made known to those seeking access quickly. A maximum delay of six months is proposed.

iv) Access to Materials

(a) All institutions and individuals who have contributed to the system should have access to the materials in the system.

(b) All materials included in the collection should be easily accessible to bona fide enquirers.

v) Classification of Materials

(a) The system for describing materials contained in the system should be standardized.

(b) The procedure by which materials are accessioned should include a control procedure to ensure that description is according to the standardized procedures.

(c) The system for describing materials should be compatible with both ERIC and the Australian Education Index with the former having priority.

vi) Quality of Materials

Determination of the quality of materials included in the system should rest both with the person submitting the material and with the person seeking access to material. No censorship of material should operate, viz. quality by those responsible for descriptors.

vii) Scope of Materials

(a) The scope of materials should initially be defined by representatives of the various TAFE authorities and put into effect by the establishment of a thesaurus of descriptors.

(b) Extensions to the scope of the system should be the collective responsibility of the TAFE authorities.

Ralph Catts

RALPH CATTS
Principal Research Officer
August 9, 1979.

1·13 PROCEDURES FOR PAYMENT (S.A.) (AGENDA ITEM 6(d))

PROCEDURES FOR PAYMENT BY STATES TO SOUTH AUSTRALIA FOR SERVICES RENDERED

1. Send to States a statement of cost of services,
    - itemized statement of costs,
    - total debit.

2. Remit payment to the Chief Accountant, Department of Further Education, Box 2352, G.P.O., Adelaide, 5001.

1·14 POSITION PAPER ON THESAURUS CREATION FOR THE NATIONAL TAFE CLEARINGHOUSE (A.C.T.) (AGENDA ITEM 8(a),(b)A)

INTRODUCTION

The creation of the Thesaurus is crucial to the establishment of the systems for creating a Clearinghouse of data. Upon the construction of the thesaurus of indexing terms rests many decisions in the formation of systems and in ultimate use of the data so organised.

WHAT IS A THESAURUS

The Concise Oxford Dictionary (6th ed.) defines "thesaurus" as a "storehouse of information, esp. dictionary or encyclopaedia; list of concepts or words arranged according to sense or chosen for use in indexing etc."

In the sense in which "thesaurus" is adopted by the ERIC (Educational Resources Information Centre) Clearinghouse system and used in this paper, it is really used to mean an "authority list", rather than a true "thesaurus" as we are dealing with the concept of indexing documents within a "controlled" vocabulary rather than a "free" vocabulary. (1)

The thesaurus used in this sense is a listing of terms or descriptions.

DO WE NEED ONE

This identification of a controlled list provides the consistency necessary to overcome the vagaries of different human thinking processes and different language constructions (i.e., career choice or choice of career). An authority list so constructed allows for controlled 1) indexing 2) retrieval of information. It should achieve the aim of reducing the need for individual decisions on how to assign terms or perform the matching procedure. (2)

WHY USE SOMEONE ELSE'S

Building a precise indexing and retrieval vocabulary for education is not an easy matter. As almost any subject known to man can be taught, index terms must span the whole range of intellectual and practical disciplines in addition to the social, economic and psychological factors affecting human life and development.

The most logical thesaurus for anyone assembling data in the education field to use as a model is the Thesaurus of ERIC Descriptors (presently available in its 7th edition, 1977. Projected 8th edition publication date is late 1980). The ERIC data base is not the largest of data bases.

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(1) RUSH, James E in Journal of Library automation, V. 2, no. 4 (Dec 1969) at p. 273

(2) HENLEY, John Patrick. Computer-based library and information systems. London, Macdonald, 1970. At p. 33.

currently in existence, but it is one of the oldest and most heavily searched bases. (3) Time has tested the vocabulary and has shown those concepts needed, and not needed, to store and retrieve educational information.

As an adjunct to the listing of descriptors, the ERIC Thesaurus provides inbuilt aids to use, thus saving work by creating schemes for ease of use. These aids are: Rotated Descriptor Display (the language used by educators involves a large proportion of multi-word terms, thus creating a problem of linking "VISUALLY HANDICAPPED" to "HANDICAPPED STUDENTS"); Descriptor Groups (this classifies terms into groups); Descriptor Group Display (this allows for browsing-type use and for clarifying descriptor usage, (4) and the system itself allows for the incorporation of Identifiers (these are "free" terms such as names of persons, projects, tests, legislation etc. drawn from usage in the source document. Variations in word or term formation eventually leads to the need for an "authority list" for these as well) to aid use.

The ERIC Thesaurus also provides a built-in evaluative and updating procedure, essential for indexing in any subject field. The Thesaurus is published in new revised editions and the ERIC system currently employs staff in a Vocabulary Improvement Project. (5)

TO MODIFY OR NOT

To accept ERIC descriptors, warts and all, creates hazards for indexing Australian education material. Terms used frequently in Australia, e.g. "TERTIARY EDUCATION", "STUDENT ASSESSMENT" do not appear in the current edition of the Thesaurus.

The Australian Council for Educational Research has already modified the ERIC descriptors in the creation of its Australian Education Index in line with Australian usage. Such descriptors as "ELEMENTARY EDUCATION" have been changed to "PRIMARY EDUCATION". At present, the A.C.E.R. have not published their list of modified terms - they are annotating their own internal copy of the ERIC Thesaurus, 7th ed. When the 8th edition becomes available, they may cross match their thesaurii as now they are compiling the Australian Education Index through the creation of a machine-readable data base. Their thesaurus would be a useful model for that of the Clearinghouse as the work for converting to Australian usage has already been done.

Another index modelling itself on the ERIC Thesaurus and yet modifying for Australian terms is the Subject Index to the Directory of Education Research and Researchers, (6) compiled by the Australian Department of Education. Of the 300 descriptors identified as useful for the index.

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(3) BOOTH, Barbara. "A 'new' ERIC Thesaurus, fine-tuned for searching" in Online, V.3, no. 3 (July 1979); pp 20-29 at p. 24.

(4) These are further discussed in MATHIES, M. Lorraine and Peter G Watson. computer based reference service. Chicago, Amer Library Assoc 1973.

(5) See Barbara BOOTH'S article, Op cit.

(6) Directory of Education Research and Researchers in Australia. (Research Branch Report no. 4). Canberra, A.G.P.S., 1977.

(originally the list compiled was much longer, 22 were modifications of ERIC descriptors, or pure additions (e.g. ABORIGINES). Thus the percentage of modification seen as required to fit the documentation entered in the publication is 7.3%. This percentage would appear to be a quite high level of variation if a user were to try to retrieve information from both the Directory and the ERIC data base in the one hit.

The moral is: as soon as you modify a standard set of terms to a significant extent there may be problems for fast retrieval of information from other subject-compatible information sources.

TO AUTOMATE OR PERISH

A thesaurus is most useful for information retrieval if it can be manipulated by machine, not man. Since your subject terms are controlled or limited by your thesaurus terms, machine searching allows the user the flexibility of searching additional key works (in say the abstract paragraph) or identifiers (say, a key phrase used in the literature and not available in the thesaurus) in the one operation. The language of education also makes machine searching almost essential: as noted previously, most terms are multi-word. Instructions are available within an automated retrieval program (e.g. STAIRS) to retrieve on a variety of word or term constructions in the one operation.

In addition, the most forceful argument for creation of the Clearinghouse data in machine-readable form is that other data bases useful to a TAFE user are already available (ERIC, APAIS, AEI) or likely to be available (in the case of the National Union Catalogue of Audio-Visual Materials in TAFE institutions) in machine-readable form and that any search query can be answered through interrogation of several data bases in one operation through a "SAVE SEARCH" instruction when these bases are all available in the one network - to date, they are, through AUSINET.

The final argument for the automation of the entire system from a thesaurus point of view is that thesaurus construction automatically produces a program for thesaurus evaluation and updating. Retrospective reposting (reindexing) of the data base when descriptors are changed is manually unworkable once the data base has grown past an initial small size. As an indication of the growth rate of the thesaurus alone, the preliminary edition of the ERIC Thesaurus contained just over 3 000 descriptors - by the second edition two years later, the file had grown to over 6 000! (7)

SUMMARY

The choice of Thesaurus model and the decisions involved in its acceptance or construction have ramifications in the sorts of uses for the eventual data base to which the thesaurus is designed to give the ultimate benefactors of the data base - its users, an easy access.

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(7) FOSKETT, A.C. The subject approach to information, and ed. London, Clive Bingley, 1971. At p. 355.

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4. GOODMAN, Frederick
"The role and function of the thesaurus in education" In Thesaurus of ERIC descriptors, 7th ed. N.Y. Macmillan, 1977 (ISBN 0-02-693090-0)

5. HENLEY, J.P.
Computer-based library and information systems. London, Macdonald, 1970.

6. The "introduction" to Australian Education Index, 1979 issues.

7. "Guidelines for use" In the Directory of Education Research and Researchers in Australia (Australian Department of Education Research Branch Report no. 4). Canberra, A.G.P.S., 1977.

1·15 PROPOSAL FOR THE ESTABLISHMENT OF THE NATIONAL TAFE CLEARINGHOUSE AS AN AUSINET DATA BASE (N.S.W.) (AGENDA ITEM 8(a)B)

1. INTRODUCTION

1.1 It is proposed that the National TAFE Clearinghouse be established as an AUSINET data base.

1.2 AUSINET was established two years ago by the National Library of Australia. At present it consists of about 15 information data bases which can be rapidly searched on-line by network users, using their own data terminal.

1.3 It has been proposed that the National Union Catalogue of Audio-visual Materials in TAFE Institutions should be an AUSINET data base. If this and the National TAFE Clearinghouse were included, it would provide quick and easy access to information on TAFE in Australia.

2. GENERAL OUTLINE OF THE SYSTEM

2.1 The NTC accession form would be completed and forwarded for input to the data base.

2.2 A hard copy index would be produced ready for printing by ACI using the INDICAT programme.

2.3 The Index would be printed and distributed to users.

2.4 Although a hard copy index would probably be required initially, in time when more institutions acquired on-line access to AUSINET, users might decide that on-line access was sufficient.

3. OPTIONS FOR INPUT TO AUSINET

3.1 There are two main options for inputting records into the data base. Although the second option would not be feasible at the moment, it might become possible in the future.

3.2 Option 1.

a) NTC accession forms sent to South Australia;

b) Records edited by NTC officer;

c) Batches of records sent to ACI in Melbourne or to another company or institution for input to AUSINET:

d) Index for records entered in last six months requested from ACI:

e) NTC arranges printing and distribution of Index.

3.3 Option 2.

a) States have on-line facilities and in-put direct to data base - records could be coded so they are not retrievable until cleared by NTC;

b) Index requested from ACI by NTC who edit and rationalize descriptors;

c) Index printed and distributed.

4. PREPARATION OF HARD COPY INDEX

4.1 The Index to the National TAFE Clearinghouse can be produced through ACI from the data base using a programme called INDICAT.

4.2 ACI could be asked to provide a listing of records arranged by accession number plus an author, title and subject index. The index would be produced in a form ready for printing.

4.3 A list of descriptors used could also be produced. This could be used as a basis for a National TAFE Thesaurus. Each time an index is prepared, a list of new descriptors could be provided as well.

5. COSTS

5.1 Input - ACI charges $1.00 per record to input material on-line to AUSINET. Costs could be reduced to about $0.50 if another company or institution could provide a paper or magnetic tape of records, which could be sent to the National Library (this is how it is done for most data bases).

5.2 The cost of producing the index through ACI using INDICAT would be $0.30 per entry. Printing costs would be extra.

5.3 Costs of producing the hard copy index could perhaps be reduced by charging non-contributors for copies of the index.

5.4 Since 1st July 1979, the cost of joining AUSINET has been reduced from $36 000 per year to $250 joining fee + $30.00 per hour computer time. This reduction makes the economics of joining and using the system a much more viable proposition than formerly.

6. FURTHER COMMENTS

6.1 The system outlined in this paper has the advantage of tying the NTC into an established system that will allow access to all sources of information available on TAFE in Australia.

6.2 The system has the advantage of minimizing the number of staff needed to run the NTC whilst still permitting flexibility in dealing with an increase of records to be processed. The NTC officer will be required only to edit records, arrange input, rationalize descriptors and organise printing and distribution of the index. Any other system will involve spending a lot more time on preparing the Index for printing, as author and subject indexes would have to be compiled manually.

6.3 If for some reason South Australia was no longer able to continue as the NTC, it would be much easier to transfer this system to another state than it would be to transfer a system that required capital equipment (e.g. word processors) and extra staff.

6.4 By commencing with a system that provides both hard copy and on-line access, the NTC will avoid having to make radical changes in the future when computer facilities will be more readily available.

1.16 NATIONAL TAFE CLEARINGHOUSE SUBJECT INDEX (N.S.W.) (AGENDA ITEM 8(b)C)

1. IMPORTANCE OF THE SUBJECT INDEX

1.1 An index to a publication provides the communications link between a source of information and those who would like to obtain information from it. A good index does more than minimize research efforts, it also assures optimal research results. If the descriptors are apt, the locations accurate and the control apparatus (e.g. cross-references, scope notes etc.) clear and complete, then the index will yield the greatest number of items that are relevant to the user.

1.2 In indexing, vocabulary controls are necessary to avoid scattering references under synonyms, near synonyms and homographs. A thesaurus developed for information retrieval purposes provides the filing labels which permit information to be stored by one person and retrieved by another. As an information system grows, its thesaurus is systematically built and refined to the point where it represents, in a very special sense, the vocabulary of a subject field.

1.3 The descriptors employed in the subject index prepared by the National TAFE Clearinghouse will play a vital role in its usability. It is therefore necessary for agreement to be reached by those participating in the Clearinghouse, about the conventions to be used in the selection and use of descriptors.

2. SUGGESTED SOURCES OF DESCRIPTORS

2.1 It is proposed that wherever possible, ERIC descriptors be used. In an area where there is as much confusion over the meaning of words as there is in education, someone must play the role of an authority with respect to terminology. As ERIC has evolved a thesaurus of descriptors, employing the talents of experts in various fields and this system has been accepted internationally, it seems logical to accept this as the basis for National TAFE Clearinghouse descriptors. As most educationalists are familiar with ERIC terminology and conventions, they should have no difficulty in accessing information from a system based on ERIC.

2.2 The topic index used by the South Australian Department of Further Education in its publication Initiatives in Further Education in South Australia, although fulfilling the function for which it was intended, is not adequate as a basis for the National TAFE Clearinghouse. The wider range of descriptors provided by the ERIC Clearinghouse will be required to index the large number of publications which will be processed by the National TAFE Clearinghouse.

A number of cross references used by SADFE have excluded descriptors used in ERIC. An example is ADULT EDUCATION which is an ERIC descriptor with many cross references. In the topic index, the reference is ADULT EDUCATION, use FURTHER EDUCATION (which is not an ERIC descriptor). The cross references themselves are too limited and do not give the access to other descriptors that the ERIC system provides. The topic index entry under ASSESSMENT gives three synonyms. N.S.W. Department of TAFE uses approximately 440 descriptors to cover ASSESSMENT.

2.3 It will be necessary for ERIC descriptors to be supplemented by further descriptors specific to TAFE in Australia.

3. NATIONAL TAFE THESAURUS OF DESCRIPTORS

3.1 It is proposed that a National TAFE Thesaurus of descriptors be compiled to supplement the ERIC Thesaurus. This will develop gradually as did the ERIC Thesaurus. The National TAFE Clearinghouse will discover the need for specific descriptors not provided by ERIC and will, no doubt, also discover differences in terminology between states. A decision will have to be made as to descriptors to be employed and cross-references provided from rejected synonyms to the preferred descriptor.

3.2 Initially new descriptors and their cross references could appear in *Initiatives in Technical and Further Education* in the same way ERIC lists new descriptors *in Resources in Education*. When sufficient descriptors have been established, these should be published in a separate volume to be distributed to users of the system.

3.3 The combination of an internationally accepted terminology and one evolved from the specific needs of TAFE in Australia, should ensure that the best possible access to information is provided for users.

1·17 NATURE OF MATERIALS TO BE ACCEPTED INTO CLEARINGHOUSE (W.A.) (AGENDA ITEM 9(a),(b),(c)A)

NATIONAL TAFE CLEARINGHOUSE POSITION PAPER

The following areas are seen to be vital for the effective operation of such a system as a National TAFE Clearinghouse.

1. CATALOGUING ITEMS

Whatever system of cataloguing is implemented it must be compatible from State to State.

It is therefore proposed that a system based on a Running number sequence for items be used. Notes on a proposed system are attached

2. AUTHENTICITY OF AUTHORS OF DOCUMENTS

The authors of the material presented to the National Clearinghouse should be the only persons cited.

This will avoid queries being directed to those who were not involved in the formulation of the document.

3. COPYRIGHT AND ROYALTIES

Anything produced by the Education Department of Western Australia is not copyrighted and there will be no claim for royalties.

4. CHARGES FOR ITEMS

Western Australia will provide a printed copy of a document without charge. Where textbooks are involved the usual charge for such books will apply. If items are required in a specific form such as microfiche or computer tape etc., associated charges may be levied.

5. INCLUSION OF ABSTRACTS

Abstracts or synopses should be included in the bibliography so that need for an item can be more readily determined.

6. DATE CONSTRAINT

That no report pre 1976 be included at the outset.

ATTACHMENT 1

NOTES ON PROPOSED SYSTEM OF INDEXING NATIONAL TAFE CLEARINGHOUSE DOCUMENTS

The objectives of the National TAFE Clearinghouse as stated in the draft allude to a valuable service. However, objectives require practical foundations and methods before they can be achieved.

With respect to OBJECTIVE 1 "the compilation of a comprehensive listing of completed and prospective initiatives in TAFE", the form of entry in this bibliography must be uniform.

Entry should be according to the Anglo-American Cataloguing Rules for descriptive cataloguing and the subject headings should be standardised on the Library of Congress or ERIC Subject Headings - these are used throughout Australia.

This method provides:-

1. easy usage
2. an easily updated and cumulated bibliography
3. easy access to computer storage
4. eliminates a personal "accession" system which does not appear to be cumulative.

Information in the main entry should include author, title, publisher, series, edition, date, price, availability, distributor, synopsis, and state location code (this could be Dewey; a running number; a file number - to allow each state flexibility in the method of retrieval). Attached is a photocopy of the "National Union Catalogue of A-V Materials in TAFE Institutions". It is not suggested that the classified entry sequence be used, but have included it as a sample of what should be contained in the entry. The section on availability of listed items would require some rewording, but the idea is there.

DETAILS OF THE SYSTEM

Items take a continuous running number as they are received at the National TAFE Clearinghouse. This simplifies the monthly updates and is very effective because only the indexes require cumulation. Author, title and series can be combined in one index with a separate index for subjects. The information contained in the main entry still needs to be uniform.

> Note: Consistency is extremely important in not only the information included in the main entry but also in the form of entries used in the indexes.
>
> ERIC is effective for the Subject Headings. See:
>
> (1) Appendix II for suggested main entry format.
>
> (2) Appendix III for running number sequence examples and associated indexes.

1·18 SCOPE OF INPUT SOURCES FOR THE CLEARINGHOUSES AND EVALUATION OF THE NATIONAL TAFE CLEARINGHOUSE SYSTEM (N.S.W.) (AGENDA ITEM 9(a)D, 10(a),(b),(c)A)

POSITION PAPER

1. SCOPE OF INPUT SOURCES

In examining the Clearinghouse System concept as it applies to New South Wales, a question arises as to the catchment areas for material to be processed by the Clearinghouse. It would seem for discussion purposes that the types of material which could be included are:-

a) Research conducted within DTAFE on some aspect of DTAFE provision and/or operation.

b) Research conducted within DTAFE on technical training or further education outside the ambit of DTAFE's responsibility.

c) Research conducted outside DTAFE on some aspect of DTAFE provision and/or operation.

d) Research conducted outside DTAFE on technical training or further education outside the ambit of DTAFE's responsibility.

Material types (a) and (b), while requiring careful attention to facilities for document reproduction, storage and classification within DTAFE, would not present major problems in being included as input to a Clearinghouse. However, material types (c) and (d) would require the development of some means of encouragement to potential contributors to submit material to the Clearinghouse. This would involve adequate publicity to alert would-be contributors to the existence of the Clearinghouse. A question arises as to whether such contributors would be entitled to use the Clearinghouse without charge.

If the scope of the catchment area of the Clearinghouse collection is to include (c) and (d) then critical issues to be resolved are:-

1) Is all NSW input to be co-ordinated by the NSW Department of TAFE?

2) Are requests for output from NSW contributors

   a) to be co-ordinated by DTAFE then forwarded to Central Clearinghouse for distribution of output?

   b) to be co-ordinated by DTAFE then forwarded to individual contributors for provision of output?

   c) to be co-ordinated by DTAFE prior to distribution of output by DTAFE?

   d) to be co-ordinated by Central Clearinghouse prior to distribution of output by Central Clearinghouse?

Clearly if DTAFE is not to be responsible for the distribution of material prepared outside DTAFE, then this material will need to be stored and distributed by the Central Clearinghouse. This would seem a reasonable option as the additional clerical and administrative load created by the handling of outside material would probably be quite significant and would detract from existing services provided by head office library staff. This implies that the Central Clearinghouse would need to have responsibility for distributing material outside the ambit of responsibility of the respective state governments. If the Central Clearinghouse is responsible for such distribution with suitable facilities for storage and reproduction, then it would follow in the interests of efficiency and non-duplication of resources that the Central Clearinghouse should also store, reproduce and distribute state government material as well.

2. EVALUATION OF CLEARINGHOUSE SYSTEM

Many of the operational problems of a clearinghouse system are difficult to anticipate prior to the establishment of the system. It would seem reasonable that initially the establishment of the system should be essentially on a trial basis. An evaluation should then be conducted during the initial period of operation to determine its success or otherwise and ways in which the system might be improved. It is also conceivable, perhaps desirable, that such evaluation be continued on a regular basis beyond the trial period. Aspects of operation which could be evaluated include:-

1) Costs of operation
2) Distribution problems - staffing
    - postage
    - local distribution
    - centralised distribution
3) Appropriateness of Descriptors
4) Quality of the Source Documents
5) Quality of the Abstracts
6) Throughout Volume - input volume
    - total output volume
    - total output distribution and spread
7) Validity of Collection (Are the actual inputs representative of potential inputs).
8) What is the Scope (or distribution) of Inputs to the Collection (Sources).
9) Evidence of System Abuse (e.g. copyright, or excessive request for output particularly if no costs are involved).
10) Satisfaction of Clients - usefulness of service
    - speed of service
    - actual existence of documents abstracted
    - operational problems etc.
11) Delays - in servicing of requests
    - in reporting a document from time input received.

Other questions concerning such evaluation relate to who should undertake the evaluation?, when should it be conducted? and how it should be conducted (i.e. using what sort of instruments and procedures)?

1·19 NATIONAL TAFE CLEARINGHOUSE CONSIDERATION OF INCLUSION OF ADMINISTRATIVE SUBJECTS IN TOPIC INDEX (A.C.T.) AGENDA ITEM 9(a)B)

When the development of a topic index is being considered, the A.C.T. feels that the inclusion of administrative, as well as academic, subjects is a desirable step which will add to the effectiveness of the Clearinghouse as an information exchange.

We are a comparatively new organisation, still looking to establish and streamline many necessary administrative procedures. The introduction, and optimal use of new technologies is also of interest. The administrative costs of educational systems are by no means negligible - improvements in efficiency in these areas should free more resources for direct use in educational programs.

SOME OF THE SUBJECTS WE WOULD ENVISAGE BEING INCLUDED ARE:

a. Student Record Systems
b. Enrolment Procedures
c. Examination Procedures
d. Financial Planning
e. Forward Staffing Estimates (Teaching or Admin.)
f. Development of Comprehensive Information Systems
g. Statistical Methods (e.g. Calculations of E.F.T.S.)

This list is by no means exhaustive.

OUR REASONS FOR ADVOCATING THIS STEP CAN BE SUMMARISED AS FOLLOWS:

a. The sharing of information preventing expensive duplication of effort - thus freeing resources for use in other areas.

b. To encourage awareness of and communications between, officers involved in similar projects.

c. To acknowledge the professionalism of TAFE administrators and encourage increased knowledge of the scope and depth of their work by academic staff.

d. To encourage interaction between academic and administrative staff.

e. To promote national standards in administrative fields as the TAFE systems develop.

1·20 NATIONAL TAFE CLEARINGHOUSE QUALITY CONTROL (A.C.T.) (AGENDA ITEM 9(a)C)

POSITION PAPER

In order to fulfil effectively its stated objectives NTC must establish a procedure to ensure the quality of the content of information disseminated by the system.

Assurance of high quality information will be essential to the success of NTC. Users will rapidly become disenchanted with the Clearinghouse unless they can be sure that the information provided by NTC is of a consistently high standard.

In its basic concept, objectives and to a large extent its subject matter, NTC closely resembles the already well-established ERIC system (Educational Resources Information Centre). This U.S. system accomplishes its objectives through its sixteen subject-oriented clearinghouses located in non-profit institutions and three commercial contractors.

To be workable, NTC will have to be, like ERIC, computer-based.

ERIC is a decentralised nationwide network sponsored by the U.S. National Institute of Education. Like NTC, ERIC is designed to collect educational documents and make them available to teachers, administrators, researchers, students and other interested persons. ERIC publishes a monthly abstract journal entitled 'Resources in Education' which presents all documents which have been acquired by ERIC and which pass its selection criteria. Access to ERIC is readily available in Australia.

A major factor in ERIC's success is its system of quality control used to select documents input into the system.

"ERIC's response to the problem of incorporating high-level professional subject competence into information management is to maintain subject-oriented experts in their pre-established environments while they concurrently apply their knowledge and skills to the functions of clearinghouses located at their own institutions." 1.

Examples of the subject areas of these decentralised clearinghouses are: Adult Career and Vocational Education; Counselling and Personnel Services; Early Childhood Education; Educational Management; Teacher Education, Tests, Measurement and Evaluation.

Using this procedure, all documents received by ERIC are evaluated by the appropriate subject experts against the following kinds of quality criteria, viz. contribution to knowledge; significance; relevance; newness; innovativeness; effectiveness of presentation; thoroughness of reporting; relation to current priorities; timeliness; authority of course; intended audience; comprehensiveness.

While NTC is clearly far more limited than the ERIC system in both scope and resources, the need for an effective system of NTC quality control is just as critical as it is for ERIC.

Consequently, at the present early stage in the establishment of the NTC program, provision for ensuring quality control should be made.

Because of the very wide range of subject matter of the information which will flow through NTC, it will not be feasible for a single person, or even agency, to assess all of it.

It is suggested, therefore, that a facility for information quality control modelled on the ERIC system might be appropriate to NTC.

The exact nature of this facility will be determined by other factors such as the financial and manpower resources ultimately available to NTC. However, one viable option might be to utilise, where appropriate, experts in particular subject areas to select documents for NTC. A standing panel of such experts could be appointed at an early stage in the development of the NTC program.

In addition, both the State and National TAFE Clearinghouse will assess and select some kinds of information for inclusion in the system.

Although NTC is at an early stage in its development, the purpose of this paper is to highlight the need for effective information quality control within NTC, and to ensure that this factor becomes an integral part of the development of the system.

ROBERT BRUCE LEE
Counselling and Staff Development
Office of ACT Further Education

References:

1. MATHIES, M.L. and WATSON P.G., 1973, "Computer-based Reference Service"; Chicago, American Library Service.

1.21 TEACHERS AS CLIENTS (S.A.) (AGENDA ITEM 10B, 10(c))

Position papers presented by the States regarding the establishment of the National TAFE Clearinghouse significantly refer to the need for attendance at conferences of an officer at Assistant Director level so that appropriate "decisions" may be made. Equally significant, the papers presented make little reference to the use of the Clearinghouse by field lecturers, either providing input or using output from the system.

In the three volumes of the S.A. D.F.E. publication Initiatives in Further Education in South Australia published in 1974, 1975, and 1976, 393 research projects were listed as having been commenced by D.F.E. staff. Of these 82% were initiated by staff members based in the Department's Colleges. Less than 10% were categorised as emanating from the D.F.E. Research Branch, the remaining 8% originating in other areas such as Curriculum Development Branch. Of the 393 projects, 65% were related to programs or schools within the D.F.E. system, only 10% being related to the D.F.E. system as a whole. 1

The proposed National TAFE Clearinghouse is based on the S.A. D.F.E. system and it is appropriate that the statistics above be noted at this Conference. Without wishing to detract from the importance of system-based research and its implications for administrators, teachers, students and the wide community, by far the greatest number of persons using the Clearinghouse will be college based lecturers if the S.A. model is mirrored by national experience. Thus, the Clearinghouse system needs to recognise the various needs and problems of its prime client group, and make provisions for those needs to be satisfied and the problems minimised.

The client group of teachers consists of two broad groups. The first group is the lecturing staff who involve themselves in research projects, evaluation, planning of courses, selection and development of teaching aids and materials and so on. These people may be unaware of any interest by others in the work, and may be reluctant to join the Clearinghouse concept or may be apathetic to its operation. The second group is the greater bulk of teachers interested in learning from other people's experience in similar situations and eager to receive reports, data, names of contact persons, etc.

NEEDS OF LECTURERS INVOLVED IN PROVIDING INPUT TO CLEARINGHOUSE

S.A. D.F.E. [2] reports that the most commonly listed problems of college based personnel involved in research projects are as follows (in order of importance):

- lack of time
- lack of finance
- inadequate resources for data collection
- limited expertise in methodology
- difficulty in choosing a topic (probably confined to lecturers involved in projects connected with C.A.E. subject requirements)
- lack of awareness of previous and concurrent research
- lack of resources for data analysis and processing
- difficulties in identifying and sampling information sources
- lack of encouragement and support.

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1 Report on Telephone Interviews Surveying Position of Research Projects 1974-6 (1978).

2 Idem

It is one thing to develop a system of indexing and reporting current research and other initiatives, it is another to ensure that persons participating are able to provide the best possible information. To overcome these problems, state TAFE authorities must provide adequate support in the areas of finance, collection, analysing and processing data, methodology expertise and encouragement at both College and systemic level. Lack of time may be overcome by time release schemes but all teaching staff will recognise that many projects will be of necessity carried out in time set aside for other duties (e.g. preparation and correction of lessons) or in a teacher's own time.

The lack of awareness of previous or current research will be overcome by the National TAFE Clearinghouse if it adopts a system which provides for the needs of the second broad group of teacher clients, to be considered later.

Some support suggestions given by college based researchers may give some food for thought:

- a mobile, sympathetic consultant available to assist from a project's inception to its completion
- central reproduction facilities, including typing and clerical facilities for preparation of reports and other materials, viewing, borrowing and copying of the final report and its associated documents
- publicity relating to assistance available from State head offices
- research methodology workshops for interested lecturers
- increased referral links between lecturers and industry via liaison staff
- translator facilities, or at least a register of bilingual officers to assist in research dealing with migrant groups and/or non-English speaking countries
- protection from multitudinous telephone calls from other TAFE personnel nationwide (and within one state system)
- a real effort from head office to discover worthwhile projects and to encourage participation in the Clearinghouse with the lecturing personnel concerned
- follow-up processes including feedback about the uses and usefulness of the information to users.

NEEDS OF LECTURERS INVOLVED IN USING OUTPUT FROM CLEARINGHOUSE

Most of the 30 000 full and part-time teachers in the TAFE field will be in this category at one time or another. Those of us at the teaching face, either as classroom teachers or as administrators, are vitally interested in what our colleagues are doing in their own colleges and schools. The fact that 65% of projects initiated in S.A. during 1974-1976 were related to schools and programs within the system is testimony to this fact.

No doubt each of us have perceived needs which are different to those of our colleagues, but some general needs are discernible. The most obvious need is that of awareness of previous and concurrent research in our area of interest. The aims of the National TAFE Clearinghouse include "the promotion and compilation of a single comprehensive listing of recently completed, current and prospective research and research-related information in TAFE". It is the method of achieving of this aim which is probably the major, and if not the only, topic of discussion at this conference.

Without referring to ERIC, AEI, AUSINET and all the other sophisticated systems which claim to provide efficient methods of achieving the goal of "a single and comprehensive listing", the teacher client group will be looking for a system which has the following qualities:

- accurate listing of ALL projects at whatever level and of whatever quality (perhaps some indicator can be used to define the latter, but censorship (whether called a "filter" point or something else) takes away the contact between colleagues that is surely the heart of a clearinghouse).
- an index with clear and unambiguous descriptor headings.
- a convenient point of contact to the index (a machine-based system is of no use to a lecturer at a remote location with no access to the system; remote in this sense may be within the metropolitan area of a capital city).
- a current listing (time lags in accessing projects and disseminating index must be minimal).
- a central contact point where copies of reports, etc. are available in a convenient form.
- access in a reasonable and informal manner to the author of the report or project.
- all relevant information, not just that emanating from TAFE in a convenient location.
- access to a wide variety of information including research, teaching methods and aids, A-V equipment, industry matters, planning.

BENEFITS OF PROMOTING COLLEGE BASED INFORMATION NETWORKS

There is no doubt that a more effective sharing of relevant information will lead to substantially improved performances by institutions and staff involved in TAFE in Australia. Specific benefits will become obvious in the areas of resource deployment and publicity, the involvement of the community in TAFE in a two-way process, and in improved and closer ties with industry and commerce. More effective and efficient teaching leading to benefits accruing to students, the indirect client group rarely mentioned in the literature for this Conference, are other benefits. The professional development of lecturers involved in the sharing of information is also a positive feature of a successful system.

The danger is that the magic of the hardware and software of a sophisticated information system may obscure the real needs of a major client group - the teaching staff - and in so doing may not provide an improved service to the students of TAFE, our real reason for existence.

2. PAPERS PREPARED DURING THE NATIONAL TAFE CLEARINGHOUSE CONFERENCE

2·1 OVERVIEW OF STATEMENT OF PROCESS

The National TAFE Clearinghouse Conference was charged with the task of establishing a mechanism for a workable National TAFE Clearinghouse. The conference would then report to the Conference of Directors seeking their endorsement of the system established in the period between the National TAFE Clearinghouse conference and the next meeting of the Conference of Directors.

PILOT PROGRAMME - 1979-80

1.1 It is envisaged that a pilot system would be initiated and will operate in the following manner:-

- 1.1.1 the individual States be responsible for the collection of information (accession forms) and documents to be accessioned
- 1.1.2 the documents to be accessioned will be limited initially to TAFE institutions for the pilot system to be established. Each State to be responsible for defining a 'TAFE institution'
- 1.1.3 the National TAFE Clearinghouse be responsible for the collation and distribution of the information (accession forms)
- 1.1.4 the National TAFE Clearinghouse distribute the information collected to the States in the form of a "Initiatives in Technical and Further Education" Booklet
- 1.1.5 the "Initiatives" booklet to be produced
- 1.1.6 the States be responsible for responding to requests for materials
- 1.1.7 the initial system implemented to be evaluated to determine its efficiency and recommend any desirable changes in operation. On-going evaluation to be conducted to ensure a continued effective system.

It was considered by the Conference that the effectiveness of the National TAFE Clearinghouse was dependent largely on the presence of State Clearinghouses. The many tasks involved at the State Clearinghouse level indicates a need for a person to be responsible for executing these tasks.

It is RECOMMENDED that all States act quickly to appoint/nominate a person to the position of State Clearinghouse Officer.

1.2 The conference would like to draw attention to the 'developmental' structure of the pilot system. It is considered that a pilot system should be established initially and the system be developed in phases to result in an automated system. This further development of the system would be at a nominal cost to the States but at a lower recurrent per item cost. The costs of operating the pilot system to be established were based on a manual reproduction of a booklet. Apart from the reduced per item cost an automated system would result in a more effective service.

FIRST DEVELOPMENT PHASE - 1980-81

In the first developmental phase the following would occur:-

1.2.1 Edited N.T.C. accession forms forwarded to A.C.E.R. for entry at A.C.I. Computer Services into Australian Education Index (which is within the Australian Information Network (AUSINET)).

This would result in an automated system, established at a nominal cost to the States and at reduced recurrent per item operating costs. As well, becoming part of the AUSINET data base would increase the level of access to TAFE material.

SECOND DEVELOPMENT PHASE - 1983-84

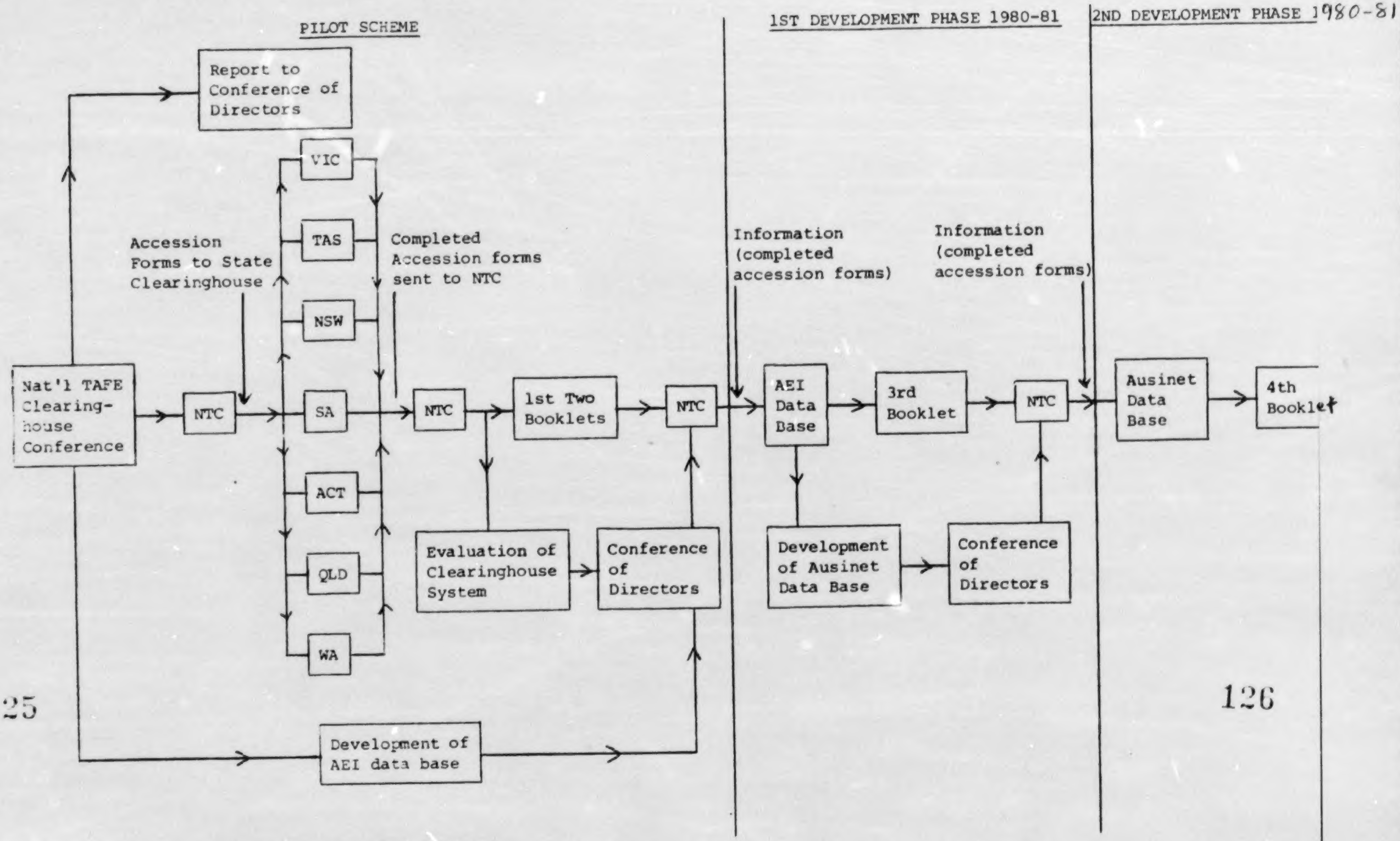
In the second developmental phase the following would occur:-

1.2.2 The National TAFE Clearinghouse establish a separate data base within AUSINET using the facilities of A.C.I. Computer Services.

This would result in further reduced recurrent per item operating cost. Direct input of TAFE material into AUSINET would create a unique TAFE data base separate from the Australian Education Index.

It is RECOMMENDED that the Conference of Directors give approval to the concept of further development of the services, at nominal cost to the participating States, provided by the established mechanism of a National TAFE Clearinghouse.

FLOW CHART


PILOT SCHEME
1ST DEVELOPMENT PHASE 1980-81
2ND DEVELOPMENT PHASE 1980-81
Report to Conference of Directors
VIC
TAS
NSW
SA
ACT
QLD
WA
Accession Forms to State Clearinghouse
Completed Accession forms sent to NTC
Nat'l TAFE Clearing-house Conference
NTC
NTC
1st Two Booklets
NTC
Evaluation of Clearinghouse System
Conference of Directors
Development of AEI data base
Information (completed accession forms)
AEI Data Base
3rd Booklet
Development of Ausinet Data Base
Conference of Directors
Information (completed accession forms)
NTC
Ausinet Data Base
4th Booklet

DEVELOPMENT OF A NATIONAL TAFE CLEARINGHOUSE
BASIS FOR COST STRUCTURE

	Phase I (Pilot Phase)	Phase II	Phase III	Future Developments
Users	TAFE teachers/ administrators mainly.	Additional users - all AUSINET users		(Capacity for expansion)
Available Resources	NTC Booklet. Copies of reports on request. Contact with originator.	Additional resources Search thro' Ausinet. AEI fwd. copy. Tapes available from A.C.I.	Additional Resources Tapes from Ausinet to produce microfiche or hard copy by direct computer printing.	(1. Research in progress dissemination. (2. Non-TAFE input. (3. Wider scope of input materials (remove quota).
NTC Tasks	Collate STC materials, check etc, paste up, prepare and oversee production of booklet.	Forward N.T.C. forms to ACI. Oversight production of booklet.	Collate, forward N.T.C. forms to ACI. Oversight production of booklet.	(4. Curriculum and materials development.
STC Tasks	Distribute and collect accession forms, check descriptors etc. Contact with NTC. Respond to requests for State based information.	As phase I.	As phase I.	(5. Participation in National Research and Development Centre.
Planning	1979	1979	1979	
Projected implementation	1979	1980-81	1983-84	
Direct costs (current cost)	Professional Staff (½ time) $ 6 700 Printing 6 600 Support Services 700 TOTAL $14 000 Cost to each State $ 2 000	Professional Staff (½ time) $ 6 700 Printing 2 920 Programming (once only) 1 000 Support Services 700 TOTAL $11 320 Cost to each State $ 1 617	Professional Staff (½ time) $ 7 200 Joining Fee 250 ACI data base entry (approx. 40 hrs.) 600 Programming (once only) 1 000 Printing (400 items) 3 274 Update runs 50 TOTAL $12 374 Cost to each State $ 1 768	
Costs and implications for State TAFE Clearinghouse System	Costs of STC - staff, reproduction of reports etc. Extra copies of NTC booklets.	Additional requests may come from more non-TAFE users. Greater demand for copy. Colleges can subscribe to AEI at $50 p.a.	As Phase II. plus the costs of hiring or obtaining on-line computer facilities.	

2·2 EVALUATION OF CLEARINGHOUSE SYSTEM

Many of the operational problems of a clearinghouse system are difficult to anticipate prior to the establishment of the system. It would seem reasonable that initially the establishment of the system should be essentially on a trial basis. An evaluation should then be conducted during the initial period of operation to determine its success or otherwise and ways in which the system might be improved. It is also conceivable, perhaps desirable, that such evaluation be continued on a regular basis beyond the trial period. Aspects of operation which could be evaluated include:-

1) Costs of operation

2) Distribution problems - staffing
   - postage
   - local distribution

3) Appropriateness of Descriptors

4) Quality of the Source Documents

5) Quality of the Abstracts

6) Throughput Volume - input volume
   - total output volume
   - total output distribution and spread

7) Validity of Collection (Are the actual inputs representative of potential inputs).

8) What is the Scope (or distribution) of Inputs to the Collection (Sources).

9) Evidence of System Abuse (e.g. copyright, or excessive request for output particularly if no costs are involved).

10) Satisfaction of Clients - Usefulness of service
    - speed of service
    - actual existence of documents abstracted
    - operational problems etc.

11) Delays - in servicing of requests
    - in reporting a document from time input received.

WHO SHOULD UNDERTAKE THE EVALUATION

1. Evaluation of National Clearinghouse Operation

   - to be in the form of a report prepared by the National Clearinghouse Officer according to guidelines to be developed by representatives of the State Directors. The report to be submitted to the Conference of Directors at the conclusion of the pilot phase.

2. Evaluation of State Clearinghouse Operation

   - to be conducted by the National Clearinghouse Officer using an instrument to be mutually agreed to by all states. Data would be collected on the relevant evaluation topics listed above and compiled into a report to be also submitted to the Conference of Directors at the conclusion of the pilot phase.

3. Operational Evaluation

   - following the publication of the first N.T.C. Index, it is recommended that a workshop be conducted for State and National Clearinghouse Officers. This workshop would discuss operational problems which had occurred, as well as their implications for the development of specifications for further development of the Clearinghouse. The output from this workshop would add to the material collected from State Clearinghouse Officers and could be incorporated in one or both of the reports to be prepared by the National Clearinghouse Officer.

2·3 NATURE OF MATERIAL TO BE ACCEPTED INTO THE CLEARINGHOUSE

In view of the need to limit the initial operating costs of the Clearinghouse to within the budget set by the Conference of Directors, a degree of control will be necessary on both the number and type of accessions initially entered into the system. In the pilot phase of operation, the total number of entries will need to be limited to 400. To achieve this it is suggested that in the pilot phase, state quotas be set on the number of entries together with a set of guidelines intended to control the nature of the material entered into the clearinghouse. Both the quotas and guidelines would be subject to review after the pilot stage and could probably be relaxed once the initial operation of the clearinghouse had been evaluated and any operational problems resolved.

QUOTAS

The following quota sizes are suggested for the various states in the initial phase. They have been derived from an analysis of the relative proportions of the total populations and the numbers of TAFE students (streams 1 to 5) in each state.

N.S.W.	VIC.	QLD.	S.A.	W.A.	TAS.	A.C.T.
130	100	45	60	45	15	15

GUIDELINES

The following guidelines are suggested for the initial phase of Clearinghouse operation (to be reviewed at the end of the pilot stage):-

1. RETROSPECTIVITY - material to be not more than two years old (in the case of material older than two years it is suggested that it be referenced in a bibliography which itself could be entered into the Clearinghouse).

2. STUDENT - ORIENTATION - material to be oriented to the needs and problems of T.A.F.E. students (i.e. training need and demand, student selection, course assessment methods, surveys of student groups and graduates).

3. NON-TAFE SOURCES - While in later stages of development material for the Clearinghouse would be sought from non-TAFE sources, in the initial phase material will only be accessioned from TAFE institutions or agencies.

4. QUALITY CONTROL - All material received will be evaluated by subject experts at the State Clearinghouse against the following kinds of quality criteria:-

   (a) contribution to knowledge of TAFE activities

   (b) significance for TAFE

   (c) newness

(d) innovativeness

(e) effectiveness of presentation

(f) thoroughness of reporting

(g) relation to current priorities for TAFE

(h) timeliness

(i) authority of source

(j) intended audience

(k) comprehensiveness

(l) legibility and reproductability

5. TYPES OF MATERIAL - Material to be restricted in the pilot phase to the following types:-

(i) Research Reports/Technical Reports

(ii) Evaluation Studies

(iii) Curriculum Materials (new and amended)

(iv) Tests, Questionnaires, etc.

(v) Feasibility Studies

(vi) Catalogues of Instructional Materials

(vii) Bibliographies

6. STAGE OF RESEARCH - all material to be of completed projects (reports of research in progress and research proposals will not be included in the Clearinghouse; it is suggested that such information be included in regular listings and newsletters to be exchanged between states independently of the Clearinghouse System).

7. NESTING OF INDEXES - where there are too many individual items of a particular type of material (e.g. new and amended curriculum, educational resources, public policy statements) it is suggested that they be incorporated in an index or bibliography which should then be accessioned into the Clearinghouse. The State Clearinghouse Officer in each state could have the responsibility of collecting such material and preparing the necessary indexes or bibliographies.

2·4 ROLE OF STATE CLEARINGHOUSE STAFF

1.1 The staff required at the State Clearinghouse level requires skills at a professional and middle level (sub professional level).

1.2 Promotion of the services provided by the N.T.C. with the personnel of TAFE colleges and service branches, and developing appropriate PR materials.

1.3 Liaison with authors and users over the continuing development of the N.T.C.

1.4 Distribution of accession forms.

1.5 Monitor the accession forms for:

- descriptors
- subject identifiers
- call no.
- publication type
- stage of development
- ISBN

1.6 Check information for completeness and accuracy.

1.7 Submission of processed accession forms to National Clearinghouse Officer.

1.8 Arranging for reproduction and distribution of materials produced in the state.

1.9 Distribution of all materials produced in the state as requested by other states and processing local requests for information.

1.10 Distribution of clearinghouse booklets.

1.11 Evaluation of the system design and user response.

1.12 Liaison with other State clearinghouses and National clearinghouse.

1.13 Identifying appropriate descriptors, (creating new descriptors where necessary and maintaining compatibility with the national authority file).

1.14 Selection of projects for inclusion in the National Clearinghouse Documents.

TASKS UNDERTAKEN COVER BOTH PROFESSIONAL AND SUB PROFESSIONAL LEVELS

1) General oversight of the project. This requires a person to accept responsibility for the quality of information generated in this state, of status and acceptability with principals, senior officers, and outside bodies, and having knowledge of research processes.

11) Knowledge of indexing and retrieval systems, familiarity with TAFE, and able to supervise and work closely with a sub professional person.

Sub professional work associated with liaison, collection and dissemination of clearinghouse materials.

111) Professional Tasks

1 2 4 5 10 11 12 13

Sub Professional Tasks

3 5 6 7 8 9

FORMAT OF BOOKLET

1.1 Entries should be organised within broad subject headings arranged alphabetically. Each entry should include an identifying number (in running order) author, title, publishing details and a brief abstract.

1.2 Entries should be cross-referenced by author and subject indexes.

1.3 Format should be similar to British Education Index (see attachment A).

DESCRIPTORS

2.1 The descriptors used by the National TAFE Clearinghouse will provide the communications link between the source of information and those who would like to obtain information from it. This will be facilitated by using descriptors that users are already familiar with.

2.2 It is proposed that Australian Education Index descriptors should be used wherever appropriate. These are based on Thesaurus of ERIC Descriptors, 7th edition 1977 with some changes being made so that terms are consistent with Australian usage. These changes are listed in the introduction to Australian Education Index.

2.3 If there is no suitable ERIC descriptor, supplementary TAFE descriptors may have to be developed. For instance, unique descriptors may have to be used to provide access to reports on specific teaching schools or subjects, course types or TAFE stream or attendance patterns (e.g. Block release, day release etc.) These would be generated by the State Clearinghouse and co-ordinated by the National TAFE Clearinghouse Officer.

2.4 In order to maintain vocabulary control, each State Clearinghouse should maintain a master file of descriptors used. This should prevent a clearinghouse from using several different synonyms for the same subject. A card similar to Attachment B could be used.

2.5 The National TAFE Clearinghouse Officer should be notified when a new descriptor is generated. A form similar to attachment C should be completed and forwarded to NTC as clear definitions (scope notes), synonyms and cross references will be required to reconcile descriptors from different states.

CONSTRUCTION OF A THESAURUS

3.1 The need for supplementary descriptors will emerge during the pilot phase of the Clearinghouse. If a large number of unique TAFE descriptors have been developed, a Thesaurus of TAFE Descriptors should be compiled, to help users in accessing information from the booklet. If the number of unique descriptors is fairly small, it should be possible to include them in a separate section of the booklet.

3.2 As part of the evaluation at the conclusion of the pilot phase, all Clearinghouse Officers should evaluate new TAFE descriptors to ensure that the most appropriate descriptors for national use have been selected and that there are adequate scope notes and cross-references.

G. Goozee

G. GOOZEE

ATTACHMENT A
BRITISH EDUCATION INDEX

Subject list of articles

1 **ABILITY.** Foreign students. Colleges of further education
Testing

A study of the validity of a battery of tests for predicting the success of overseas students attending institutions of further education / R. Howes, I. MacFarlane Smith and R. Shepherd. — *Vocational Aspect*, 29, nno.74 : Dec 77 — p.119-125.

2 **ACADEMIC ACHIEVEMENT.** Students. Infant schools
In reading using traditional orthography and Initial Teaching Alphabet

The probability of reading failure in i.t.a. and t.o. / John Downing. — *Reading*, 11, no.3 : Dec 77 — p.3-12.

3 **ACADEMIC ACHIEVEMENT.** Students. Mathematics Curriculum subjects. Schools
Assessment by Great Britain. *Department of Education and Science. Assessment of Performance Unit*

Categories for the APU 1978 mathematics survey / John K. Backhouse. — *Maths Teaching*, no.81 : Dec 77. — p.16-17.
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Related to transfer between courses

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Assessment. Comparability

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Assessment. Use in forming government education policies

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In English language. Assessment

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9 **ACADEMIC ACHIEVEMENT.** Students. Secondary schools
Effects of social interactions. Research

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10 **ACADEMIC ACHIEVEMENT.** Students. Secondary schools
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11 **ACADEMIC ACHIEVEMENT.** Students. Secondary schools
In G.C.E. examinations in physics. Assessment

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In G.C.E. (O level) examinations & C.S.E. examinations *compared with* academic achievement in AH2/3 tests

Comparison of tests AH2/AH3 with academic criteria / A.W. Heim, K.P. Watts. — *Research in Ed.*, no.18 : Nov 77. — p.45-56.

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In French language, mathematics & general knowledge. Assessment

An initial nation-wide educational evaluation experiment in France / C. Seibel & D. Bargas / In : Monitoring National Standards of Attainment in Schools ; edited by R. Sumner. — Windsor : NFER, 1977. — p.235-253.
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15 **ACADEMIC ACHIEVEMENT.** Students. Secondary schools. Israel
In biology. Oral examinations. Analysis — *Case studies*

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16 **ACADEMIC ACHIEVEMENT.** Students. Secondary schools. United States
In sociology. Assessment

Debriefing : a tool for curriculum research and course improvement / Daniel L. Duke. — *J. Curriculum Studies*, 9, no.2 : Nov 77. — p.157-163.
Research section.

17 **ACADEMIC STANDARDS.** Schools

Educational standards : a perspective / Alan Leech. — *Secondary Ed.*, 7, no.2 : Nov 77. — p.12-14.

18 **ACCOUNTING.** Curriculum subjects. Polytechnics
Teaching methods: Lectures. Attitudes of students & teachers. Evaluation — *Case studies*

An evaluation of the mass lecture as a teaching technique in first-year economics / Paul Wiedemann and Neil Dorward. — *Economics* : 13, Pt.4, Winter 77. — p.110-111.

19 **ADMINISTRATION.** Education
Philosophical perspectives

Where does self belong in the study of organisation? response to a symposium / Thomas Barr Greenfield. — *Ednl Admin.*, 6, no.1 : Winter 77-78. — p.81-101.

ATTACHMENT B

DESCRIPTOR:	
SCOPE NOTE:	
SYNONYMS:	NARROWER TERM:
BROAD TERMS:	RELATED TERMS:

ATTACHMENT C

NATIONAL TAFE CLEARINGHOUSE

DESCRIPTOR JUSTIFICATION FORM

DESCRIPTOR		
SCOPE NOTE		
SYNONYMS	BROADER TERMS	
USE FOR	NARROWER TERMS	
USE FOR	RELATED TERMS	
AUTHOR'S TERM		
COMMENTS		
STATE CLEARINGHOUSE	DATE	

Appendix D

APPENDIX D

1. TAFE CLEARINGHOUSE BROCHURE

GUIDELINES FOR USING AND CONTRIBUTING TO THE NATIONAL TAFE CLEARINGHOUSE

GUIDELINES

FOR

USING AND

CONTRIBUTING TO

THE

NATIONAL

TAFE

CLEARINGHOUSE

AUSTRALIA

INTRODUCTION

THIS BROCHURE DESCRIBES HOW TECHNICAL AND FURTHER EDUCATION STAFF CAN USE AND CONTRIBUTE TO THE NEWLY ESTABLISHED NATIONAL TAFE CLEARINGHOUSE SYSTEM.

THE NATIONAL TAFE CLEARINGHOUSE IN SOME WAYS RESEMBLES THE EDUCATIONAL RESOURCES INFORMATION CENTRE (ERIC) BASED IN AMERICA. IN FACT, ERIC HAS AGREED TO ACCEPT RELEVANT FURTHER EDUCATION DOCUMENTS FOR INCLUSION IN THEIR SYSTEM.

OBJECTIVES OF THE TAFE CLEARINGHOUSE ARE TO:

- *GIVE TAFE STAFF GREATER ACCESS TO TAFE MATERIAL ON A NATIONAL BASIS*
- *ENCOURAGE NEW INITIATIVES IN TAFE*
- *PROVIDE THE OPPORTUNITY FOR MATERIAL PRODUCED BY TAFE EDUCATION STAFF TO BE DISSEMINATED ON A NATIONAL BASIS*
- *PREVENT THE DUPLICATION OF RESEARCH THUS REDUCING WASTAGE OF RESOURCES*
- *PROVIDE AVENUES FOR THE PUBLICATION AND DISSEMINATION OF PROJECT DOCUMENTS*

TYPES OF MATERIAL ACCEPTED BY THE CLEARINGHOUSE SYSTEM

THE WIDE AND DIVERSE AUDIENCE THAT WILL BE SERVED BY THE SYSTEM (E.G. LECTURERS, COUNSELLORS AND RESEARCHERS) HAS RESULTED IN THE FOLLOWING MATERIALS BEING ACCEPTABLE TO THE SYSTEM.

- *RESEARCH REPORT / TECHNICAL REPORTS*
- *EVALUATION STUDIES*
- *CURRICULUM MATERIALS (new and amended)*
- *TESTS, QUESTIONNAIRES, etc.*
- *FEASIBILITY STUDIES*
- *CATALOGUES OF INSTRUCTIONAL MATERIALS*
- *BIBLIOGRAPHIES*

ONLY COMPLETED DOCUMENTS WILL BE ACCEPTED. SEPARATE INDEXES WILL BE COMPILED BY EACH STATE FOR RESEARCH IN PROGRESS. THESE WILL BE CIRCULATED AMONG STATES AND WITHIN STATE TAFE INSTITUTIONS.

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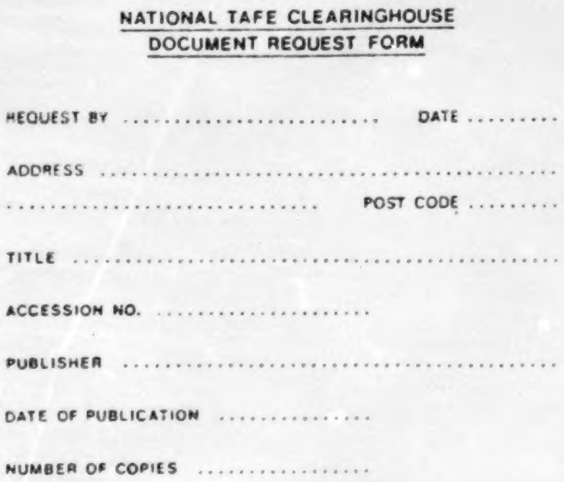

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